Ronald Reagan Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ronald Reagan Elementary School
Street	10800 Rosslyn Lane
City, State, Zip	Bakersfield, CA 93311
Phone Number	(661) 665-8099
Principal	Matt Kennedy
Email Address	mkennedy@pbvusd.net
Website	http://www.pbvusd.k12.ca.us/Domain/20
County-District-School (CDS) Code	15633626115257

Entity	Contact Information
District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Kevin Silberberg, Ed.D.
Email Address	ksilberberg@pbvusd.net
Website	http://www.pbvusd.k12.ca.us/

School Description and Mission Statement (School Year 2019-20)

Ronald Reagan Elementary School opened August 31, 1998, and is named after Ronald W. Reagan, the fortieth President of the United States (1981-1989). Our mascot is the "Patriot" in honor of this fine American leader. Our campus is located on a twelve-acre site in the southwest Bakersfield community of Seven Oaks. The site features technology to support our curriculum in the basics as well as the sciences and arts. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Over nine hundred eighty students set the standard for the "Patriots" of Reagan Elementary as described in our mission statement. "We the people of Ronald Reagan Elementary School, in order to support the Panama-Buena Vista Union School District concept of Excellence in Education, establish high academic standards, ensure self-respect, embrace the diversity of our community, provide opportunities for future successes, promote community involvement, secure a nurturing, safe learning environment, do establish this mission statement for the education of our students, the Patriots of the Panama-Buena Vista Union School District."

Reagan's purpose statement: To create, inspire, and provide excellence in our educational community.

Students will leave Reagan Elementary School with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic challenges.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	140
Grade 1	113
Grade 2	150
Grade 3	122
Grade 4	123
Grade 5	143
Grade 6	151
Total Enrollment	942

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.8
Asian	26
Filipino	0.5
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0.5
White	36.1
Two or More Races	3.7
Socioeconomically Disadvantaged	24.7
English Learners	9.9
Students with Disabilities	8.4
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	38	42	887
Without Full Credential	1	2	1	54
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/2017

All grade levels have access to Pair-It Extreme leveled readers, 95% group decodable and leveled readers, Treasures leveled readers, and Rigby leveled readers. These materials are used for small group reading instruction and intervention. Students in K - 6th grades also utilize either Curriculum Associates Ready Common Core books or Standards Plus for ELA. This helps to clarify and assess standards that are being taught in the classroom. Students also utilize Moby Max, Lexia, ,NewsELA, FrontRowEd. during their ELA instructional time. In addition, all grade levels use Core Literature books to help enhance learning. During math instruction students use Moby Max, Reflex Math, and Think Central to support math instruction and to target the individual skills that need extra time and support.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted 2007: Macmillan/McGraw-Hill, "California Science" (K-5); Glencoe, "California Focus on Science" (6th)	Yes	0
History-Social Science	Adopted 2006: Scott Foresman, "History-Social Science for California" (K-5); Glencoe "Discovering Our Past: Ancient Civilizations" (6th)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Reagan provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receives inservice in emergency protocol and CPR. Identifying tags are issued to volunteers and other visitors as they register in our office through the Raptor System. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lockdown procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Both a hospital an fire station are located within a mile of our campus. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire, Earthquake, Lockdown, Lockout, and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 7:20 a.m. when the school opens and supervision ends at 2:50 p.m.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/7/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	74	76	51	52	50	50
Mathematics (grades 3-8 and 11)	65	69	34	37	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	544	541	99.45	0.55	75.60
Male	281	279	99.29	0.71	72.04
Female	263	262	99.62	0.38	79.39
Black or African American	18	16	88.89	11.11	68.75
American Indian or Alaska Native	--	--	--	--	--
Asian	151	150	99.34	0.66	85.33
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	71.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	201	201	100.00	0.00	75.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	70.59
Socioeconomically Disadvantaged	107	107	100.00	0.00	52.34
English Learners	97	96	98.97	1.03	68.75
Students with Disabilities	60	59	98.33	1.67	44.07
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	544	542	99.63	0.37	69.19
Male	281	279	99.29	0.71	68.46
Female	263	263	100.00	0.00	69.96
Black or African American	18	16	88.89	11.11	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	151	151	100.00	0.00	84.11
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	59.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	201	201	100.00	0.00	68.66
Two or More Races	17	17	100.00	0.00	58.82
Socioeconomically Disadvantaged	107	107	100.00	0.00	51.40
English Learners	97	97	100.00	0.00	62.89
Students with Disabilities	60	59	98.33	1.67	38.98
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.8	24.1	35.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The entire community takes pride in Ronald Reagan Elementary School by being actively involved in the education and support of the students. The Parent Club and local businesses support the commitment to developing life long learners and responsible citizens. Opportunities for Parental Involvement at Reagan School include the Reagan Parent Club, School Site Council, District Parent Advisory Council, English Learner Advisory Committee, field trips, and classroom volunteers. The Parent Club provides funds and supports computers for the classroom, learning assemblies, field trips, enrichment and reward activities, playground equipment, and many other extra benefits for the school and its students. Parents, high school and college students along with community members, have provided a variety of tutoring opportunities for Reagan students. Parents are invited to attend the monthly parent club meetings to see how they can get involved. There are numerous committees and fundraising events that parent can volunteer for at Reagan School. Reagan school sends home flyers, contacts parents and families via Parent Square, posts notices on our website and keeps our calendar current for families to be informed. If parents are interested in getting involved they should contact the Reagan School Office for information at (661) 665-8099. Contact Person: Matt Kennedy, Principal, or office personnel.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	0.9	0.4	4.0	2.2	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Reagan Elementary establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. The goal of Reagan's discipline program is to provide students with opportunities to learn self-discipline through a system of rewards and consequences for their behavior. Reagan uses the Positive Behavioral Interventions and Supports (PBIS) to teach children the expected behaviors on our school campus. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth. Reagan Elementary believes students who develop a sense of personal responsibility will mature both academically and emotionally. Informal character education to promote positive, responsible students takes place throughout the school year in the classrooms. Parents and students are informed of discipline policies at the beginning of each school year through orientation as well as individual parent-student handbooks. Suspensions and expulsions occur only when appropriate or when all other alternatives are exhausted.

Students with excessive tardies, truancies or unexcused absences may be subject to disciplinary action including detention and mandatory parent conferences through the Attentions 2 Attendance. We truly believe that missing school is missing out. The District has established an Independent Study Program for students who must be absent from school due to illness for an extended period of time.

Ronald Reagan Patriots are proud of the many achievements they have accomplished including the California Distinguished School honor in 2002, 2010, and 2014. Reagan School continually ranks high in the California Standardized Test program. Individually, Reagan students have numerous achievements in the district and country in Oral Language competitions, Science Fairs, and Speech and Essay contests. Many of our students participate in the extracurricular activities available to them including: sporting events, district Honor Band, Orchestra and Chorus performances.

The Reagan School Site Council annually approves updates to our Comprehensive Safe School Plan (CSSP). A team updated our CSSP and our staff was given the opportunity for additional input on 9/18/18. The Comprehensive Safe School Plan was approved by our School Site Council on October 15, 2019. Reagan's staff will be presented a copy of the approved Safe School Plan at our staff meeting. Yearly we continue to focus on improving student safety by updating and practicing disaster drills. Additionally, parents are repeatedly notified about safe driving, safe student drop-off, and safe student pick-up. With the addition of student attendance areas, we have made educating parents new to Reagan a priority.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	6		24	1	5		24	1	5	
1	27		5		27		5		27		3	
2	29		4		25	1	4		28		5	
3	30		4		30		4		26	1	4	
4	28		5		27		5		31		4	
5	30		5		28		5		24	1	5	
6	31		5		28		5		30		5	
Other**									27		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	2.5
Resource Specialist (non-teaching)	1.0
Other	4.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,345.00	3,421.00	6,923.00	83,730.00
District	N/A	N/A	7,579.00	$74,220.00
Percent Difference - School Site and District	N/A	N/A	-9.0	12.0
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-8.1	1.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The District uses LCFF funds for its general purpose funding, including, but not limited to:
- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and Operations
- Facilities
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The types of services funded with categorical funds include:

Title II

The district uses Title II funds to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,867	$45,741
Mid-Range Teacher Salary	$73,055	$81,840
Highest Teacher Salary	$92,173	$102,065
Average Principal Salary (Elementary)	$117,980	$129,221
Average Principal Salary (Middle)	$123,086	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,233	$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	15	16

Professional Development Focus areas include English Language Development, Benchmark Advance,Technology, 95% Group Intervention for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, DIBELS, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher point of view.

Professional development is delivered through Staff Professional Development Days, Grade Level Focus Groups/Leadership, conference attendance, District workshops with teacher release time, and online video tutorials. Professional Readiness and Educational Program days (Prep Days) which include one (1) hour each week release time, is also provided for teachers to receive school site staff development and work with their collaborative teams.Teachers attend multi-day seminars with presenters and follow-up coaching is provided to support Direct Interactive Instruction and to develop standards-based common core lessons with Benchmark Advance. Teachers are also supported by curriculum specialists, categorical program specialists, Induction Program mentors, and Academic Coaches.