

# **E. L. Musick 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	E. L. Musick Elementary School
<b>Street</b>	5735 Musick Ave.
<b>City, State, Zip</b>	Newark, CA 94560
<b>Phone Number</b>	(510) 818-4000
<b>Principal</b>	Amanda Golliher
<b>Email Address</b>	agolliher@newarkunified.org
<b>Website</b>	<a href="http://musick.newarkunified.org/">http://musick.newarkunified.org/</a>
<b>County-District-School (CDS) Code</b>	01-61234-6001457

Entity	Contact Information
<b>District Name</b>	Newark Unified School District
<b>Phone Number</b>	(510) 818-4103
<b>Superintendent</b>	Leticia Salinas
<b>Email Address</b>	lsalinas@newarkunified.org
<b>Website</b>	www.newarkunified.org

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

Musick Elementary and Preschool is nestled in the heart of the Bay Area's best kept secret, the city of Newark. Newark is home to over 40,000 people. This 150 year-old community boasts the benefits of "big city" life, while offering the comfort and safety of a small town atmosphere. This small town feel is most evident on the Newark Unified School District. NUSD is comprised of eight small neighborhood elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Musick is the smallest of the eight elementary schools in NUSD, but what we lack we make up for in heart. We believe that every student has the right to learn in a warm, caring, safe, and productive environment. We pride ourselves in building acceptance, creating environments where culture is valued, and recognizing that our differences make us stronger. Musick School celebrates our diverse population of learners and sees our diversity as one of our biggest strengths. As a community of parents, students, and educators, Musick School seeks to continually improve and enhance the academic environment in which our children learn and grow.

Most important to our students' success is our home-school partnerships. Parents are not only welcomed but are actively recruited to be involved in their student's educational experiences. We have a growing PTA, a proactive ELAC, and a collaborative SSC guiding our school in providing an outstanding learning experience for every students.

It is Musick's mission to provide a learning environment that is conducive to educating our young people and that encourages the desire to learn. Musick Elementary is the home of our district preschool serving students 3-5 years old. Students in Kindergarten through Sixth grade are provided rigorous instruction in all the academic areas using Common Core State Standards (CCSS). The school also provides specialized services to English Learners and Students with Disabilities. Interventions are implemented throughout the day and after school in the content areas of English Language Arts and mathematics. State and federal accountability reports demonstrate the continued academic progress and the areas where we can continue to grow and improve.

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

Grade Level	Number of Students
<b>Kindergarten</b>	65
<b>Grade 1</b>	47
<b>Grade 2</b>	47
<b>Grade 3</b>	36
<b>Grade 4</b>	32
<b>Grade 5</b>	25
<b>Grade 6</b>	31
<b>Total Enrollment</b>	283

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
Asian	16.3
Filipino	6
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	2.8
White	8.8
Two or More Races	2.1
Socioeconomically Disadvantaged	62.2
English Learners	41
Students with Disabilities	16.6
Homeless	2.5

## 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	20	10	10	114
Without Full Credential	1	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### 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: 4/17/2018

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
<b>Mathematics</b>	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
<b>Science</b>	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%
<b>History-Social Science</b>	100% availability of History-Social Science for California, Scott Foresman, approved	Yes	0%
<b>Health</b>	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Musick was built in several phases beginning in 1956 with modernization through 2003. With the passing of the bond and Prop 39, the District has begun assessing all sites to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

### 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:** 6/1/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Multi-purpose: A/C Makes Noise, Roaches, Corner of Roof Damaged

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Boys RestRoom outside Multi-purpose: Roaches Girls Rest Room outside Multi-purpose: Roaches Multi-purpose: A/C Makes Noise, Roaches, Corner of Roof Damaged Room 16: Roaches Room 2: Roaches & Lights Room 4: Roaches
<b>Electrical:</b> Electrical	Poor	Room 11: Light Ballasts WO # 19411 Room 13: Lights, Fountinr Dripping Room 18: Lights Room 2: Roaches & Lights Room 5: Lights
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Boys RestRoom By Room 7: 2 faucets move, miss handle WO # 19422 (Smells like Urine) Outside Fountains: Some work some don't Restroom by Room 7: 1 of 3 Faucest not workin WO # 19420 Floor Dirty ? Room 13: Lights, Fountinr Dripping Room 7: Fountain Dripping Room 9: Sinck doesn't drain well, Fountain leaks
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Multi-purpose: A/C Makes Noise, Roaches, Corner of Roof Damaged
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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)	39	38	44	48	50	50
Mathematics (grades 3-8 and 11)	31	38	37	38	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	121	120	99.17	0.83	38.33
Male	57	56	98.25	1.75	26.79
Female	64	64	100.00	0.00	48.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	11	91.67	8.33	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	32.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	82	81	98.78	1.22	30.86
English Learners	65	64	98.46	1.54	26.56
Students with Disabilities	16	16	100.00	0.00	0.00
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	121	121	100.00	0.00	38.02
Male	57	57	100.00	0.00	31.58
Female	64	64	100.00	0.00	43.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	31.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.00	0.00	29.27
English Learners	65	65	100.00	0.00	32.31
Students with Disabilities	16	16	100.00	0.00	0.00
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	20.8	16.7	16.7

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)

Newark Unified School District has a tremendous amount of parent and community support, and there are many groups that provide support to the schools, students, and programs in the district. The Musick Parent, Teacher Association (PTA) is engaged in fundraising, open houses, and celebration festivities that support families in seeking connections with our school. Parents and community members are encouraged to volunteer as tutors, classroom helpers, and teacher and student partners. There are also opportunities that offer family outreach programs/classes. In addition to parents, AARP (Association of American Retired Persons) members volunteer in the classrooms. Community members and parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the district, including:

- School/District English Learner Advisory Committees
- PTA
- School Site Council
- Classroom volunteering
- Office volunteering for special projects

Please contact the school office for more information on opportunities for parent involvement.

### 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
<b>Suspensions</b>	2.0	4.0	2.4	3.1	4.2	3.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety is our #1 priority. When students feel safe at school, they can focus on learning. Staff monitors the school grounds ten minutes before and fifteen minutes after school and at all recesses and lunchtimes. Teachers supervise after school for 15 minutes while students wait for their parents or guardians. Noon Supervisors monitor recess and lunchtime to ensure that students are safe and respectful to each other. Teachers regularly review the rules for safe, responsible behavior in school and on the playground with their classes.

Visitors are directed to enter and exit the campus through the front office door and sign in and out. They receive a white one time use stick-on tag to wear throughout their stay. We review being safe from dangerous incidents, as well as lock-down procedures with staff and students, and publish our drill purpose and plan on DOJO and our Website.

Musick revises our Disaster Preparedness Plan annually. The Safety Plan was last revised in the spring of 2020. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school-wide staff meeting. We practice fire drills every month and earthquake drills and lockdown drills bimonthly. All personnel has a disaster assignment: supervise children, search and rescue, first aid, record keeping, communication, etc. We are well prepared!

## 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		3		23		2		18	3	1	
1	23		1		25		2		20	2		
2	24		1		24		1		21		2	
3	24		2		23		2		14	3		
4	31		1		30		1		32		1	
5	28		1		31		1		25		1	
6	27		2		28		2		31		1	
Other**	8	1			12	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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	13668	5447	8221	85323
District	N/A	N/A	7675	\$87,940.00
Percent Difference - School Site and District	N/A	N/A	6.9	-3.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	9.1	8.9

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)

Musick School receives LCFF and Title I funding to engage and support students through a multiplicity of supplemental support programs and resources. As outlined in our school SPSA, these funds are used for an intervention teacher, a part time intervention teacher, an instructional aide, additional teacher collaboration and intervention planning, technology, professional development, state-adopted curriculum, supplemental material as needed as well as materials and supplies to meet the needs of students in order to close the achievement gap and ensure equity for all children.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,655	\$49,084
Mid-Range Teacher Salary	\$85,563	\$76,091
Highest Teacher Salary	\$106,952	\$95,728
Average Principal Salary (Elementary)	\$132,195	\$118,990
Average Principal Salary (Middle)	\$137,495	\$125,674
Average Principal Salary (High)	\$147,422	\$137,589
Superintendent Salary	\$236,000	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

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	3	3	3

At Musick School, student achievement data was used to determine focus areas of English Language Arts, English Language Development, and the support of our students with special needs.

English Language Arts (ELA): Teachers were provided the opportunity to participate in a week-long writing institute using Lucy Calkins' Units of Study. Teachers were provided with the opportunity to participate to be trained in using the reading assessment called DRA2 (Developmental Reading Assessment). These training events were addressing the need to support and engage students in meeting Common Core State Standards for English Language Arts. Additionally, Musick participated in writing coaching with West Coast Literacy Project.

Mathematics: Teacher teams have participated in SVMI conferences to support best practices in math instruction to support our new curriculum. All teachers have received district-wide training in implementing and utilizing the newly adopted math curriculum. Musick teams are also developing in their math Professional learning communities. Additionally, we are now providing coaching to all teachers TK-6th.

English Language Development (ELD): Teachers grades K- 6 have participated in after school workshops examining the new ELD standards and shifts. Teachers in grades 3-6 have participated in training and coaching that supports our Accelerated English Language program designed to meet the needs of our EL students. Our team is now shifting to implementing the SEAL model. Our TK-1 grade team has participated in multiple training days.

Students with Special Needs: Teachers in grades Preschool - 6 have been participating in professional development seminars and conferences supporting our work in creating a full inclusion program for students with special needs. Training events have addressed the foundations of inclusion as well as techniques in co-teaching and co-planning to support all learners within the classroom. Teachers in grade K-2 participate in coaching focused on co-teaching practices. Additionally, special education teachers have participated in CPI and SONDAY systems training.

To address our school culture and community, our team has participated in year 1 PBIS training. We will be implementing in the Winter of 2020. Continued training and support of the program is projected.

All Focus Areas: Teams of teachers have participated in Response to Intervention Conferences addressing a tiered intervention program designed to support all learners. Additionally, Newark Unified School District partnered with BaySci in order to provide staff development in Academic Vocabulary and literacy using the science curriculum as the conduit. Foss Kit training for science curriculum implementation occurred throughout the 2019-2020 year and teachers collaborate with the Science Resource Teacher to refine the work that occurs in the lab setting, as well as the extensions of those labs in the classroom setting.

Professional Development Days are provided each year. For the last three years(2017-2018, 2018-2019, and 2019-2020) two days of professional development were offered.