

Poplar Avenue Elementary

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	Poplar Avenue Elementary
Street	2075 Poplar Ave
City, State, Zip	Oroville, Ca, 95965-3046
Phone Number	530.538.2910
Principal	William (Bill) Harrington
Email Address	bharrington@thermalito.org
Website	http://poplar.thermalito.org/pages/Poplar_Avenue_Elementary
County-District-School (CDS) Code	04615496003362

Entity	Contact Information
District Name	Thermalito Union
Phone Number	(530) 538-2900
Superintendent	Gregory Blake
Email Address	gblake@thermalito.org
Website	www.thermalito.org

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

Poplar Avenue School's Mission:

To ensure the academic and emotional success of all our students in a positive family environment.

Our School Vision:

To become a school in our district and region recognized for high levels of student success, academic achievement, social-emotional learning, educational leadership, and community involvement.

Our School Goals:

Academic Achievement:

- Students will meet grade-level standards in all academic areas.
- Teachers will provide primary instruction using research based strategies.
- Teams will use common assessments to drive and refine instructional practices and interventions

Social Emotional Achievement:

- Develop a relationship with all students and have multiple points of adult contact for each student.
- Become a Trauma Responsive school

Our School Profile:

Poplar Avenue Elementary School is located in the Thermalito Elementary Union School District near the town of Oroville, California. The community is a mix of single-family dwellings, apartments, and a few small businesses. The school is one of three TK-5 schools in the district and currently serves approximately 320 students in transitional kindergarten through fifth grade. Students leaving Poplar Avenue in the 5th grade attend Nelson Avenue Middle School, which is also part of the Thermalito District. Poplar Avenue Elementary School staff and community strive to work together to create a balanced program that produces articulate, confident, and academically skilled students. Parents play very important roles through active participation and involvement in the school site council and PTO. They are encouraged to participate in various annual events and special activities, and volunteer service in and out of the classroom. Poplar has a strong whole-school family atmosphere with an emphasis on common values for all.

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	53
Grade 2	49
Grade 3	49
Grade 4	51
Grade 5	52
Total Enrollment	325

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	2.2
Asian	39.4
Hispanic or Latino	5.2
Native Hawaiian or Pacific Islander	0.6
White	41.2
Two or More Races	9.8
Socioeconomically Disadvantaged	84
English Learners	20.3
Students with Disabilities	7.4
Foster Youth	2.2
Homeless	

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	13	15	16	86
Without Full Credential	0	0	0	0
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: August 2019

Butte County Office of Education Williams Legislation Settlement monitoring took place at Poplar Avenue Elementary School in August 2019. At this time, all mandated core materials were deemed sufficient in number and quality and are of the latest LEA adoptions.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are currently using 2017 McGraw-Hill ELA/ELD Wonders curriculum for grades TK-5. The textbooks are in excellent condition and there are textbooks available for all students.	Yes	0.0 %
Mathematics	We are currently using the 2016 Houghton Mifflin Harcourt Math Expressions curriculum for grades K-5. The curriculum is in great condition and there are enough textbooks for all students.	Yes	0.0 %
Science	We are currently using the 2008 edition of the Pearson Scott-Foresman Science curriculum. The materials are in good condition and there are enough textbooks for all students.	Yes	0.0 %
History-Social Science	We are currently using the 2007 edition of the Harcourt Social Studies curriculum. The materials are in good condition and there are enough textbooks for all students.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Poplar Avenue Elementary works diligently to ensure that our campus is clean, safe, and functional. District maintenance staff and site custodial staff ensure that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist the school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the summer of 2018, a new playground system was purchased and installed. In September 2019, the Butte County Office of Education conducted a Williams Act Inspection of the school campus. Our facilities received an "Good" rating, and any deficiencies were immediately fixed.

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: August 2019

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	Fair	An IDF door was open and for cooling and wires were hanging out. A cooling fan was installed so the door could be closed and the problem was fixed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	The new playground had some loose hardware. The installation contractor was contacted and the problem was fixed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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)	36	29	35	34	50	50
Mathematics (grades 3-8 and 11)	30	23	23	20	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	155	153	98.71	1.29	28.95
Male	61	61	100.00	0.00	23.33
Female	94	92	97.87	2.13	32.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	60	60	100.00	0.00	38.33
Filipino					
Hispanic or Latino	14	13	92.86	7.14	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	59	98.33	1.67	17.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	136	135	99.26	0.74	28.36
English Learners	49	49	100.00	0.00	30.61
Students with Disabilities	13	12	92.31	7.69	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	155	154	99.35	0.65	23.38
Male	61	61	100.00	0.00	22.95
Female	94	93	98.94	1.06	23.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	60	60	100.00	0.00	31.67
Filipino					
Hispanic or Latino	14	14	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	59	98.33	1.67	18.64
Two or More Races	15	15	100.00	0.00	6.67
Socioeconomically Disadvantaged	136	136	100.00	0.00	21.32
English Learners	49	49	100.00	0.00	30.61
Students with Disabilities	13	12	92.31	7.69	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	20.4	16.7	13.0

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 Poplar Avenue School staff considers parental involvement as an essential component of our school community. Parents are encouraged to help shape our school site's instructional program and categorical budgets via the School Site Council and the English Language Advisory Committee. Parents are always encouraged to volunteer in their children's' classrooms, assist with special activities, help with annual fundraisers and beautification days. Poplar notifies parents of meetings and events with written invitations, personal phone calls, recorded phone calls, social media, and our electronic marquee. Communication to parents is provided in English and Hmong. A variety of different family nights are also hosted to provide our families with a place to learn and play together. Regular "Pastries for Parents" and a used book exchange give parents opportunities to share the joy of reading in a relaxed atmosphere at school.

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	8.8	5.5	2.5	9.9	10.4	8.9	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)

There is a Thermalito District-wide Comprehensive School Safety Plan that is updated annually, pursuant to Education Code 32280 – 32289. Our vision is to empower all stakeholders in order to create a safe and challenging environment where all students and staff can be safe and grow academically, socially, and emotionally. We will provide an environment which allows for the development of attitudes that promote healthful physical, social, academic, and mental habits. This will be accomplished by encouraging pride in self achievement, respect and responsibility toward self and others, recognition of students and staff, and positive relationships with young people.

The key elements of the Safe School Plan are the district Crisis Response Plan and a Safe School Section Plan. The action plan addresses two questions: 1) how can we improve our efforts in creating a caring and connected school climate and 2) how can we improve our efforts in creating a physical environment that communicates respect for learning and for individuals? The key elements of the District Crisis Response Plan are evacuation procedures, hostage crisis responses, loss of power and water, fallen aircraft, air quality alerts, chemical spills, civil defense/disorder, drive-by shootings, bomb threats, fire emergency, imminent danger procedures (lock downs), and earthquakes. A copy of these procedures is available in the school office for your viewing. Student discipline is seen as opportunities to learn new, more appropriate behaviors. When student misbehavior is a concern, staff works with students in making good choices, implementing appropriate consequences, and/or removing the student from a potential volatile situation. Positive rewards are given to students making good choices on a regular basis, including positive affirmations, special treats after lunch, class rewards, and "Pizza with the Principal".

Poplar Avenue staff have been working together to create a trauma responsive school system through focused trainings and developing common trauma responsive language and practices. The entire staff is dedicated to knowing each student. Poplar Avenue also focuses on monthly character traits to teach students to be respectful, responsible, and resilient. We teach, encourage and highlight students who demonstrate respect, responsibility, integrity, teamwork, caring, focus, effort, and perseverance.

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	19	1	2		27		2		23		3	
1	21		2		23		2		26		2	
2	21		2		22	1	1		23		2	
3	21	1	1		23		2		25		2	
4	24		1		29		1		26		2	
5	26		2		28		2		26		2	
Other**					9	1			7	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*	541.7

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	1.0

*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	\$8,135	\$1,413	\$6,721	\$79,290
District	N/A	N/A	\$8,936	\$78,614
Percent Difference - School Site and District	N/A	N/A	-28.3	0.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-14.8	-0.1

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)

Poplar Avenue School and the Thermalito Elementary Union School District are committed to providing supplemental services to our English Learners and other students falling below grade level in reading and math. We have several programs in place to support our students in order for them to be successful (funded by Title I and LCFF): Based on performance data in reading/language arts and math, our Reading intervention teacher (along with classroom teachers) selects students for targeted intervention groups that meet daily for focused instruction. These groups are flexible, and change periodically according to assessment data and student needs. Small group instruction takes place throughout the school day. The Accelerated Reader Program (AR) —we use this supplemental program encouraging independent reading at increasingly higher instructional levels using quizzes to assess comprehension and vocabulary development. In addition to classroom teachers providing 'First Tap' of ELD Instruction to EL students, our EL Intervention teacher offers an English language support class for EL students performing at ELPAC levels 1-3 and/or state standards not meet on the California Assessment of Student Performance and Progress (CAASPP) test. A Bilingual Para educator is available for EL students in general education classrooms as well as for pull-outs using a variety of both English Language Arts and mathematics programs. The Wonders ELA/ELD curriculum is available for EL students and is a core program utilized by the general education classroom teachers as integrated and designated support for English Language Development instruction. Freckle on-line Instruction is a supplemental program for all K-5 students; it differentiates instruction to maximize student growth in both reading and math. Before and After school intervention programs, 2-4 times per week, are also offered by certificated personnel to support students who are struggling academically. Poplar also has several part-time support positions, including Para educators in all K-1 classrooms, a Library Clerk and a Computer Lab Tech.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,686	\$49,378
Mid-Range Teacher Salary	\$76,533	\$77,190
Highest Teacher Salary	\$103,521	\$96,607
Average Principal Salary (Elementary)	\$112,249	\$122,074
Average Principal Salary (Middle)	\$118,240	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$153,443	\$189,346
Percent of Budget for Teacher Salaries	35%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	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			

In 2017-2018 Poplar staff refined our Mission, Vision, Goals, and Collective Commitments to better tailor our professional development opportunities to our present and future needs. Our site has developed a guiding coalition of teachers to lead our development as we move forward in implementing a professional learning community model. In 2017-2018, our district has added district wide Grade Level collaboration days to help develop and implement math and ELA common pacing and planning guides as well as common formative assessments. Those District wide days have continued into 2018-2019 and 2019-2020. Based upon our newly revised goals and commitments, our site has also developed a plan for weekly professional learning community (PLC) collaboration time to target specific data and improve instructional practices. Our Guiding Coalition pursued training in Trauma responsive Systems of Support to lead our site (and our district) into becoming more aware and more responsive to the role trauma plays in both students and staff.

In 2018-19 TUESD hired a District Reading Specialist who is providing training to both classified (paraprofessionals) and certificated staff in the areas of dyslexia and dyslexia screening, guided reading techniques, Systematic Instruction in Phonics (SIPPS) and phonic/phonemic awareness instruction. The District Reading Specialist has also provided coaching support and developed targeted instructional practices to improve student achievement. Poplar also continued to provide regular weekly (PLC) collaboration time. In the 2019-2020 school year Poplar added a full-time counselor to our staff, helping to support the social-emotional development of all our students and to help guide the Student Study Team process for struggling students. Grade level teams continue their weekly PLC collaboration time, and have now committed to providing twice-weekly grade level interventions based upon the data reviewed at those weekly PLC meetings. Our Student Social Supports team is working closely with consultant Matt Reddam to help us target our next steps in becoming trauma responsive as well as how to measure our progress in this area.

The TUESD schedule provides 36 minimum days in order to provide teachers the time to collaborate for the purpose of analyzing student assessment data, designing intervention groups, and planning for future instruction. Opportunities for peer support is built in to the grade level planning meetings as well as support from the principal via instructional feedback and tailored professional development provided at staff meetings. Our guiding coalition examines best practices in utilizing this collaboration time and our student social supports team looks at how to best support the development of a systematic social-emotional learning (SEL) curriculum.