

Earlimart Middle 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	Earlimart Middle School
Street	599 S. Sutter
City, State, Zip	Earlimart CA, 93219
Phone Number	(661) 849-2611
Principal	Mr. Scott Staton
Email Address	sstaton@earlimart.org
Website	http://www.earlimart.org/Earlimart%20Middle/
County-District-School (CDS) Code	54-71902-6054035

Entity	Contact Information
District Name	Earlimart Elementary School District
Phone Number	(661) 849-3386
Superintendent	Mr. Philip Nystrom
Email Address	pnystrom@earlimart.org
Website	www.earlimart.org

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

The mission of Earlimart Middle School is to promote the educational success of all students through high expectations, a commitment to excellence, and a comprehensive academic program. We believe that all students can excel academically and socially, and become responsible, productive members of our society. The mission of Earlimart School District is to provide a high-quality, rigorous, instructional program for all students in a nurturing environment that will prepare all to be college ready and productive members in their communities and in the greater society of the global economy.

Our goals and focus are to increase student achievement in all subjects areas throughout the school year focusing on ELD, English Language Arts, Mathematics, and Reading Intervention as measured by summative and formative site, district, and state assessments.

Earlimart is an unincorporated rural town that is located approximately forty miles north of the City of Bakersfield and seventy miles south of Fresno. The community does not have an official governing body and as a result, Earlimart relies on the administrative services provided by the County of Tulare. Earlimart Middle School is in the Program Improvement process, and staff has worked with the Instructional Services Division of the Tulare County Office of Education and the Earlimart District Office to improve curriculum and instruction.

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

Grade Level	Number of Students
Grade 6	206
Grade 7	163
Grade 8	198
Total Enrollment	567

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.4
Filipino	2.3
Hispanic or Latino	95.6
White	0.5
Two or More Races	0.2
Socioeconomically Disadvantaged	97.4
English Learners	64
Students with Disabilities	4.9
Homeless	0.9

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	22	20	21	73
Without Full Credential	6	5	2	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	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 08/09/2017

Earlimart Middle School sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the District, grade level, and subject area committees coordinated by District curriculum. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District Instructional Material Funding and other funding sources permit. Categorical funding also allows us to purchase supplementary instructional materials for English Learners in 6th to 8th grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education Systems. INC Amplify ELA California Edition and Amplify ELD 2015 adopted 2018-2019	Yes	0
Mathematics	National Geographic Big Ideas Middle School 2014 Adopted 2017- 2018	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Harcourt School Publishers "California Science" and McDougal Littell "CA Science Middle School" 2008-2009	Yes	0
History-Social Science	Houghton Mifflin "HM History-Social Science" and Holt, Rinehart, & Wilson "Holt CA Middle School Social Studies" 2008-2009	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Earlilmart Middle School, originally constructed in the 1950s, is currently comprised of 25 classrooms, one RSP room, and one special education classroom, a library/media center, a computer lab, a cafeteria/band room, one staff lounge, a pool, and a gymnasium. During the 2003-04 school year, the campus benefited from exterior painting, the installation of a paved parking lot, and classroom equipment upgrades. Renovations to the school were completed in 2005-06 and included the addition of three portable classrooms and installation of a camera security system. We have added six permanent classrooms, three portable classrooms, renovated and updated six classrooms, remodeled and renovated the administrative building, and completed construction of a new band room. The school facility has been modernized and updated. The following chart displays the results of the most recent Williams Facilities Inspection.

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: 08/22/2018

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	32	30	31	29	50	50
Mathematics (grades 3-8 and 11)	16	21	17	18	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	572	561	98.08	1.92	30.12
Male	297	290	97.64	2.36	23.10
Female	275	271	98.55	1.45	37.64
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	546	537	98.35	1.65	29.80
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	557	546	98.03	1.97	30.04
English Learners	434	425	97.93	2.07	24.00
Students with Disabilities	27	27	100.00	0.00	3.70
Students Receiving Migrant Education Services	14	14	100.00	0.00	35.71
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	572	561	98.08	1.92	20.54
Male	297	290	97.64	2.36	18.69
Female	275	271	98.55	1.45	22.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	546	537	98.35	1.65	19.78
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	557	546	98.03	1.97	20.18
English Learners	434	425	97.93	2.07	15.53
Students with Disabilities	27	27	100.00	0.00	3.70
Students Receiving Migrant Education Services	14	14	100.00	0.00	28.57
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
7	21.7	27.1	27.7

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)

Parents are encouraged to take an active role in school and are kept informed of activities through EMS Parent Portal, phone calling informational system, newsletters, grade checks, Parent Center activities, and workshops, Parent Institute, bulletins, letters, phone calls, automated information system, LCAP committee opportunity, and parent meetings. Earlimart Middle School's School Site Council holds meetings that provide parents with the opportunity for input regarding the School Site plan. Parent Nights are conducted to provide parents with the opportunity to interact with their child in academic, social, and informational settings. Parents are also informed through the use of a parent/student handbook, EMS Parent Portal, Friday Academic Folders, and student agendas. The site also has an English Learner Advisory Committee (ELAC) meeting. Parents are also encouraged to attend all school parent classroom visitation days, student awards assemblies and evening recognition ceremonies to honor students who: 1. reach "met standard" or "exceeds standard" on the state assessment; 2. Increase one or more levels and/or become reclassified as English Proficient; or demonstrate improvement on district and site assessments. All parents have opportunities to be involved in all aspects of the school through the use of the revitalized EMS Parent Center, especially since the Common Core State Standards are a central focus.

Should you be interested in becoming involved or should you have any questions regarding parent involvement here at Earlimart Middle School please contact the Principal, Mr. Scott Staton, at (661) 849-2611. If you have any questions or concerns regarding parent involvement throughout the District please contact the Director of State and Federal Programs, Mrs. Laura Voshall (661) 849-4235

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	10.4	6.5	6.8	6.1	3.6	4.2	3.6	3.5	3.5
Expulsions	0.2	0.0	0.2	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Earlimart Middle School emergency preparedness plan has been written in compliance with the California Education Code, Title V Education, and Section 560, which requires all public schools to have a written disaster preparedness plan. This plan is to be reviewed annually. This plan was developed in cooperation with Federal and State guidelines and with teacher assistance. The plan includes specific courses of action to be taken in case of an emergency situation develops. Every employee of Earlimart Middle School is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. California law declares that all public employees are “civil defense workers” subject to such civilian defense activities as may be assigned to them by their supervisors or by law. This safety plan was updated for the 2018-2019 school year, and staff members are briefed at the beginning of the school year about key elements in the plan, especially the areas of lockdowns, fire drills, earthquake drills, and school evacuation drills.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	14	42	5	25	20	42		24	21	37	
Mathematics	26	4	26	2	26	6	26		25	3	26	
Science	28	1	14		27	3	12		27	1	11	1
Social Science	29		12	1	28		13		29	1	9	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	567.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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	10,448	2,209	8,239	67,585
District	N/A	N/A	8,814	\$70,450.00
Percent Difference - School Site and District	N/A	N/A	-6.7	-3.7
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	14.5	-11.8

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)

EMS receives federal Title I funding that provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. These funds are intended to provide services for students who are at risk of failing to meet state and district standards in Reading, Language Arts, and/or Mathematics. Services are to supplement the core curriculum program by providing increased instructional time, more intense instruction (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to help students become successful (achieve grade level) in the core curriculum areas of reading, language arts, and mathematics. The Title I program requires parent participation and supports coordination with other programs that provide funding for specific purposes.

EMS also receives Title III funding to provide supplementary services for English Learners. The general purpose is to develop fluency in English as effectively and efficiently as possible, to provide equal opportunity for academic achievement, to promote positive self-concepts, and to promote cross-cultural understanding. Funds are allocated based on the number of English Learners in the school.

In addition to that, EMS also receives LCFF money from the state to provide materials and services to assist all students, with a focus on English Language Learners, low-income students, as well as foster children, to achieve academic success. The process for deciding how to use this budget is to assess the needs by data, and to gather input from staff, parents, and all stakeholders through monthly LCAP meetings. We have focused on adding to technology as well as tutors and expanding Read 180 classrooms and Math 180. We have also purchased supplemental materials to assist with the teaching of the Common Core Standards. We have also contracted for teacher training and professional development for the staff.

Parents, students, and staff at Earlimart Middle School receive a wide variety of services. Some of the services provided to parents include but are not limited to Parent Institute training and workshops, access to the parent portal, School Site Council, English Learner Advisory Committee, parent-teacher conferences, "At-Risk" Conferences, Back to School Night, Dad's and Mom's Informational Breakfast, district-wide parent meetings, access to the parent liaison and parent center. Some of the services received by students include before or after school intervention, field trips, assemblies, access to English Learner Support Provider, and opportunities to learn outside the school day such as family Technology night and the district literacy fair. Some of the services afforded to the staff of the school district include but are not limited to professional development and training on a variety of subjects as needed and appropriate focusing on: English Language Learners, Common Core State Standards, and Literacy, in addition they receive coaching by content experts, and access to a wide variety of curriculum and materials, and other resources. These services provided are funded by a variety of revenue sources including but not limited to Title I, Title II, Title III, LCAP, and the General Fund.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,518	\$49,378
Mid-Range Teacher Salary	\$73,114	\$77,190
Highest Teacher Salary	\$96,257	\$96,607
Average Principal Salary (Elementary)	\$117,106	\$122,074
Average Principal Salary (Middle)	\$126,816	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,944	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
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	2	4	4

Professional development and Professional Learning Communities have become part of the daily work life of the EMS teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together along with our Content Area Coaches, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning.

Earlimart Middle School's primary area of focus for staff development is on continuing the district mission of Creating Outstanding Readers and Writers in Earlimart (CORE) through intense Writers Workshop Training led by Tulare County Office of Education Content Experts. Earlimart Middle School provides comprehensive and ongoing professional development opportunities in all content areas such as but not limited to: ELD for English Language Learners, Literacy, Common Core State Standards; Professional Learning Communities; DRA reading assessments, data analysis; development to support teachers and other personnel in the use of CCSS Units of study, California Adopted Curriculum; specific engagement and English Learner strategies, and first best instruction and practices for all students, focusing on English learners. Professional development and/or Professional Learning Communities transpire on a weekly basis as well as periodic full day sessions and summer sessions. Teachers are supported during implementation through in-class coaching, lesson planning assistance, demonstration lessons, principal and district walk-throughs, TCOE experts performing demonstration lessons, mega labs and micro labs to further Writers Workshop development, as well as common planning time at the end of the school day. In addition, Earlimart Middle School has early release every Wednesday which allows staff time for collaboration and other professional development opportunities.