Vista Colorado 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	Vista Colorado Elementary School
Street	1900 Erin Dr.
City, State, Zip	Needles, CA 92363-2623
Phone Number	(760) 326-2167
Principal	Marie Armijo
Email Address	marie_armijo@needlesusd.org
Website	www.needlesusd.org
County-District-School (CDS) Code	36678016036115

Entity	Contact Information
District Name	Needles Unified School District
Phone Number	(760) 326-3891
Superintendent	Dr. Mary McNeil
Email Address	mary_mcneil@needlesusd.org
Website	www.needlesusd.org

Principal's Message

At Vista Colorado Elementary, we strive to provide the best possible education for all students. We are committed to creating a safe and positive learning environment where staff and students promote and model safe, responsible, and respectful behavior through PBIS and the Colt ABCDs.

Always Be Safe, Be Responsible, Care for Other Colts and Determination the AVID way!

With the transition to the revised California State Standards, we are striving to get students involved in all aspects of our school climate. Teachers are looking forward to continued professional development related to the California State Standards and are working in their Professional Development Communities to create innovative activities that are rigorous and thought provoking. Vista's paraprofessionals have received training on our Intervention Program that will enhance our reading and math instruction and build foundational skills for many of our students. Vista Colorado Elementary has been recognized by the State of California for the implementation of PBIS (Positive Behavior Intervention and Support) programs. We celebrate quarterly with awards that recognize student achievement and our students are encouraged to reach their full potential in an environment that promotes strong character and high academic achievement.

The mission of the Needles Unified School District is to provide a free and appropriate education enabling all students to be successfully prepared to be productive members of society. Our core values reflect that "All Students Will Learn" and "Education First"

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	62
Grade 2	79
Grade 3	63
Grade 4	53
Grade 5	69
Total Enrollment	408

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	10.3
Asian	1
Filipino	0.2
Hispanic or Latino	33.3
White	47.8
Two or More Races	4.4
Socioeconomically Disadvantaged	79.9
English Learners	1.7
Students with Disabilities	8.3
Foster Youth	0.2
Homeless	8.6

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	15	50
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	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: October 22, 2019

Needles Unified School District held a public hearing October 22, 2019, and determined each school within the District had sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. In addition, the District ensured sufficiency of visual and performing arts materials for the 2019-2020 school year. All students, including English Learners, have access to their own textbooks, instructional materials, and visual and performing arts materials to use in class and at home. Supplemental materials that support students with special needs are also provided using categorical funds, lottery funds, and grants. When State textbook funds do not meet our needs, general fund dollars are allocated by our governing board to ensure our textbook needs are met.

The adoption of Mathematics Common Core State Standards in 2010, revisions in 2013, and the move to CAASPP Assessments in 2013, created a void in the availability of California SBE adopted textbooks that addressed the new standards and assessments. This led to some districts, including Needles Unified, to identify and adopt curriculum which will better meet the needs of students and improve the likelihood of success in the classroom and on state assessments. The most recent CA SBE Math adoption in 2014, included new instructional materials, but none fit the needs of the district. enVision Math 2.0, by Pearson, was evaluated prior to the start of the 2016-17 school year and found by the NUSD to be consistent with the California State Standards. On June 28, 2016, Pearson, enVision Math 2.0 was adopted by the Needles Unified School District Board of Trustees for grades TK-5.

In November of 2017, the California State Board of Education adopted ten Elementary and Middle School History-Social Science textbook and instructional materials/programs. Due to budgetary constraints, Needles Unified has not approved, purchased, or implemented programs from the most recent adoption. The District is in the early stages of reviewing History-Social Studies textbooks and instructional materials/programs for grades TK-5 and grades 6-8. The History-Social Science instructional materials currently used in elementary schools in the Needles Unified School District, Houghton Mifflin Social Science K-5, 2007, was adopted by the California SBE in 2005, and still considered aligned to current state standards.

STEMscopes

The State Department of Education establishes textbook adoption cycles that address changes in curriculum as reflected by State Standards and Frameworks. District committees review State-approved and adopted materials. Textbooks, recommended by the committee, are made available for public comment prior to District adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys, 2016	Yes	0
Mathematics	Pearson, Envision Math 2.0, 2016	No	0
Science	Macmillan/McGraw-Hill California Science Grades K-5, 2008	Yes	0
History-Social Science	Houghton Mifflin Social Science K-5, 2007	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Vista Colorado Elementary School was built in the early 1950s. All classrooms exit outdoors. There are 13 main classrooms, six portable classrooms, a library, and the school office. One portable classroom is used by the SELPA counselor. The remaining five portable classrooms are used as regular classrooms. The main playground consists of a large grass field, concrete basketball courts, and a wood chip area containing the swings. Grades 1~5 use the main playground, while kindergarten uses a self-contained playground containing a grass play area, swings, and a small climbing apparatus. All students use the district cafeteria, which is located on the Needles Middle School campus. Modernization of the Vista Colorado Elementary School campus has been completed. The modernization projects were funded through local bond funds and State matching funds.

Cleaning Schedule: The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The principal works daily with the district staff to develop cleaning schedules to ensure a clean and safe school.

Cleanliness and Adequacy of School Facilities: Students are encouraged to have pride in their school and keep the campus clean. Classrooms, office areas, cafeteria, restrooms, and playground areas are cleaned and maintained on a regular basis. Student rest rooms are spot checked throughout the day and maintained with adequate soap and paper supplies. Schoolwide procedures are in place for the playground, hallways, cafeteria and bathrooms to ensure student safety. Procedures are taught to all students and enforced by all school personnel. School and/or district personnel evaluate the campus at various times throughout the day to keep the school safe, orderly, and clean.

Maintenance and Repair: District maintenance staff members perform the repairs necessary to keep the school in good repair and working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority daily basis and emergencies are handled immediately. The site administrators, custodian, and District personnel conduct routine physical inspections for safety and maintenance. Site custodial staff and the District maintenance staff provide ongoing custodial and maintenance services.

Student fire drills and drop and cover drills are conducted monthly. The school has a current disaster preparedness and safety plan that is approved by the School Site Council and Board of Trustees annually.

Williams Monitoring: Vista Colorado Elementary was visited by representatives from the San Bernardino County Superintendent of Schools on August 23,2019, as part of the Williams monitoring process. Williams monitoring visits are used to verify sufficient instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science), and to determine if there is any facility condition that poses an emergency, or urgent threat to the health of safety of pupils and staff. Findings of the August 23, 2019, visit reported that there were no observed insufficiencies of instructional materials and there were no facilities findings.

Vista Colorado Elementary has an overall rating of good based upon the District's most recent inspection.

Needles Unified has applied and was awarded a grant for the construction of new kindergarten facilities. The District is in the early stages of planning the improvements. Currently at Vista, there is adequate classroom and ancillary space

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 23, 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	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	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)	35	30	29	28	50	50
Mathematics (grades 3-8 and 11)	35	33	24	22	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	208	197	94.71	5.29	29.95
Male	106	100	94.34	5.66	22.00
Female	102	97	95.10	4.90	38.14
Black or African American	12	11	91.67	8.33	27.27
American Indian or Alaska Native	23	22	95.65	4.35	4.55
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	67	65	97.01	2.99	27.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	88	94.62	5.38	38.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	163	152	93.25	6.75	23.03
English Learners	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	28	24	85.71	14.29	20.83

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	208	197	94.71	5.29	32.99
Male	106	100	94.34	5.66	32.00
Female	102	97	95.10	4.90	34.02
Black or African American	12	11	91.67	8.33	45.45
American Indian or Alaska Native	23	22	95.65	4.35	27.27
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	67	65	97.01	2.99	33.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	88	94.62	5.38	35.23
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	163	152	93.25	6.75	26.97
English Learners	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	10.71
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	24	85.71	14.29	29.17

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	16.0	18.7	10.7

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 be an integral part of Vista's educational program. We work diligently to increase the bonds of connectedness between the school and our community. The site addresses all areas of parent involvement through their School Plan for Student Achievement.

For more information on how to become involved, contact Principal Armijo in the school office.

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	4.6	3.3	2.9	6.4	6.7	9.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Education Code Sections 35291 and 35291.5. A copy of the School Plan for Student Achievement is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods as well as before and after school. All visitors and volunteers are required to sign-in at the office, state their business at the school, and show identification. They are then provided with a name tag to wear while on school grounds. A safe, secure teaching and learning environment is of the highest priority to Educational Training Center administration.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2020.

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	24		4		19	2	2		22	1	3	
1	21	1	2		23		3		22	1	1	
2	26		2		21	1	2		23		4	
3	25		30		19	9	21		21	10	20	
4	27		30		27	1	20		27		20	
5	25		30		29	2	29		35			20
Other**												

*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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

*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	$6609	$1,576	$5033	$70,289

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$3479	$74,119.00
Percent Difference - School Site and District	N/A	N/A	44.7	1.8
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	-11.3	15.8

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)

Programs available to support and assist students are Title I, Title II, Class Size Reduction K-3, Special Education, After School Education and Safety, and Home-to-School Transportation. Title I funds are used to supplement the regular educational program. Vista Colorado Elementary School is a Schoolwide Title I school. Title I funds are dispersed through the SPSA. Title II funds are directed toward staff development and training. Class Size Reduction K-3 funds support smaller class sizes for students in Transitional Kinder through grade 3. Special Education funding supports the educational program for students with an IEP. After School Education and Safety (ASES) funds support the after-school program at the Needles Rec Center. Home-to-School Transportation supports bussing for all students enrolled at the school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,752	$43,574
Mid-Range Teacher Salary	$75,153	$63,243
Highest Teacher Salary	$90,630	$86,896
Average Principal Salary (Elementary)	$117,590	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$110,372	$108,954
Superintendent Salary	$163,345	$136,125
Percent of Budget for Teacher Salaries	30%	30%
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			

Professional Development is an integral aspect of the District's plan for the ongoing growth of all District employees. The purpose of professional development is to create schools in which all students and staff members are learners who continually improve their performance.

In addition, school sites have ongoing staff development at their respective schools. The District has provided weekly Early Release Days on Wednesdays with instructional time still exceeding or meeting the State requirements. The focus during early release days is to professional development on California State Standards and effective instructional strategies as well as teacher collaboration with their colleagues and administration to develop best practices being used within their school site. Administration, staff and consultants work together to provide these professional development sessions.

Principals are engaged in the study of research-based practices which increase student learning. Professional development is a part of every principals meeting.

Additional collaboration time was encouraged for all grade levels following the school year to develop Common Core State Standards' Scope and Sequence for the next school year. All grade levels participated in this work.

We successfully support beginning teachers in their first and second year of teaching with research-based coaching programs. Each beginning teacher receives expert help from an experienced Support Provider.