

William Anderson 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	William Anderson Elementary School
Street	4130 West 154th Street
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-0197
Principal	Adam Jaquette
Email Address	adam_jaquette@lawndalesd.net
Website	http://anderson.lawndalesd.org/
County-District-School (CDS) Code	19-64691-6014831

Entity	Contact Information
District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Dr. Betsy Hamilton
Email Address	betsy_hamilton@lawndalesd.net
Website	www.lawndale.k12.ca.us

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

School Description:

William Anderson Elementary School is one of eight schools of the Lawndale Elementary School District. Anderson Elementary services 662 students in grades TK through 5th.

Vision Statement:

Anderson Elementary School is committed to success for all in a safe, nurturing environment. Students are empowered to become life long learners and responsible, caring citizens. Our students will develop a love for reading and learning. We are also determined to educate students, staff and parents on healthy lifestyles.

We Believe in...

Collaborating to build consistency and relationships to increase student achievement

Valuing diversity and listening to all members of our school community

Empowering students through enrichment opportunities to build on their unique gifts and through intervention opportunities to move them forward

Communicating effectively among staff, students and our community

Nurturing parent engagement

Creating a welcoming, safe, and dynamic environment

Holding high expectations for every member of the Anderson Family

Promoting a comprehensive integration of technology to support students, staff and parents

Mission Statement

Anderson Elementary is a learning community that supports innovation and is committed to continuous improvement, working as a team to prepare students to become productive, knowledgeable, and responsible citizens. We promote positive relationships, high academic achievement, and a passion for life-long learning to ensure present and future success.

Our students have an opportunity to participate in a variety of programs that focus on reading, math, and the arts. We are dedicated to refining and building on our programs so that children can reach their fullest potential. Working together and successfully aligning our goals with the needs of our students, we are able to support and continue the following:

- After school Intervention Program for at-risk students
- Tutoring for targeted students in Language Arts and Math
- Trimester recognition of outstanding student achievement and citizenship
- P.S Arts for all students
- Family Nights

* Nutrition and Healthy Habits Education

In addition to our academic goals, we are striving to teach our students to be problem solvers, good citizens and caring children. We ask the community to join us in accepting this challenge by being part of the Anderson Elementary School learning environment. We continue to welcome the support of the parents and community as we work together to make a great school even better.

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

Grade Level	Number of Students
Kindergarten	121
Grade 1	122
Grade 2	97
Grade 3	100
Grade 4	127
Grade 5	118
Grade 6	5
Grade 7	4
Total Enrollment	694

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	0.1
Asian	4.2
Filipino	0.6
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	1.6
White	2.9
Two or More Races	1
Socioeconomically Disadvantaged	86.3
English Learners	46.3
Students with Disabilities	12.5
Foster Youth	0.4
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	33	31	248
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: October 2018

Lawndale Elementary School District reviews and updates its textbooks and instructional materials according to California Department of Education Regulations. All Williams Legislation reports have found student access to textbooks to meet all requirements. A Social Studies series was adopted for the 2007-08 school year, Science textbooks and materials were adopted in 2008-09 and Benchmark Advance Language Arts textbooks and materials were adopted for the 2017-18 school year. Everyday Math from McGraw Hill was adopted for the 2015-16 school year from the most recent list of Common Core Standards materials by the California Department of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0
Mathematics	Everyday Math McGraw Hill	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Anderson has 32 permanent classrooms, 11 relocatables, a multipurpose room, a library, a staff lounge, and an administration building. The classrooms have state of the art technology features, including interactive projectors, which enhance every student's educational experience.

The campus was built in 1949 originally, and additions were made in 1951 and 1959. Modernization began with the renovation of Anderson's permanent buildings in 2002, and included the front of the school and drop-off area, which was completed the end of 2004. A total of \$3,986,866 was spent on modernization, including the following improvements:

Measure L funded facility Improvements 2017-2018

- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- Replaced existing asphalt play area with new asphalt and striping

Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

Prop 39 HVAC 2018-19

- Replaced all heat pumps with new units

Classrooms are adequate for student needs, and the playground includes an entire park. Staff is provided two parking areas, and visitors still have adequate space to park and go in to the office. In addition, there are four bathrooms for adult use only and 100% of adult and student toilets are working. The playground at Anderson includes the blacktop and the park. The park is maintained by the City of Lawndale.

District maintenance staff ensures that the repairs necessary to keep the school in good repair 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 Maintenance Department responds to our needs in a timely manner. 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 and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff cleans restrooms and classrooms daily as inspected by the site administration on a weekly basis.

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: 6/5/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 27: Stained Ceiling Tile Room 31: Stained Ceiling Tile Room 32: Stained Ceiling Tile Room 49: Stained Ceiling Tile Room 8: Stained Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 16:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 16:
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)	50	51	50	51	50	50
Mathematics (grades 3-8 and 11)	41	44	36	39	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	352	340	96.59	3.41	51.03
Male	173	166	95.95	4.05	44.85
Female	179	174	97.21	2.79	56.90
Black or African American	32	31	96.88	3.12	38.71
American Indian or Alaska Native					
Asian	16	14	87.50	12.50	64.29
Filipino	--	--	--	--	--
Hispanic or Latino	259	251	96.91	3.09	52.19
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	298	288	96.64	3.36	48.61
English Learners	186	175	94.09	5.91	47.43
Students with Disabilities	53	51	96.23	3.77	21.57
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	352	345	98.01	1.99	43.60
Male	173	169	97.69	2.31	41.42
Female	179	176	98.32	1.68	45.71
Black or African American	32	31	96.88	3.12	32.26
American Indian or Alaska Native					
Asian	16	15	93.75	6.25	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	259	254	98.07	1.93	43.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	298	293	98.32	1.68	42.12
English Learners	186	180	96.77	3.23	40.78
Students with Disabilities	53	51	96.23	3.77	21.57
Students Receiving Migrant Education Services					

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.5	22.3	33.9

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 staff of William Anderson School believes that the education of its students is a responsibility shared with parents. Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

- Each year in September parents shall be invited to attend an annual Title 1 meeting on the rights of parents to be actively involved in supporting their children's academic achievement. We will offer an AM and PM meeting to accommodate parent schedules.
- Written notice of the meeting and information on Parent Involvement and our School-Parent Compact will be reviewed and updated at that meeting each year. Once policy and compact are approved and revised, they will be posted on our school website and copies will be sent home to all families.
- Communication in both English and Spanish will be conducted via the Blackboard system along with dual language flyers sent home with students to inform parents of ongoing opportunities to be involved in activities at school.
- All parents are encouraged to function as active members of our PTA, ELAC committee, and our School Site Council which all meet on a monthly basis.
- William Anderson has an on-staff parent/community liaison to increase parent communication and participation and provide support to families in need.
- Parents will be kept informed regarding the progress of students in the core academic program, along with student support programs, classroom activities and school events.
- We will use the results of an annually administered Parent Needs Assessment Survey to plan for informational meetings and workshops to address topics requested and needed by parents.
- A school committee addressing Parent Engagement Topics will meet monthly to develop topics, venues, and activities to encourage and support parent involvement at our school both during and before and after school.
- We will train and support parents in leadership roles to effectively serve on the PTA, School Site Council, and ELAC committee.
- William Anderson School, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.

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	0.6	0.7	0.8	1.8	1.4	1.4	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)

To keep students safe on school grounds before, during, and after the school day, we have instituted several safety programs. We have varied the entry and exit routes that are known and practiced daily. We have two gates where students may enter school and four gates where students exit school. Additionally, we post an adult there to ensure that students are safe. At the end of the day, teachers walk all students out to the front or back gates. All personnel wear badges and students know and report any adult on campus who is not wearing a badge. To get on the campus during the day, adults must check in at the office and are given a visitor sticker to wear, so the students know that this person has entered the school with permission.

Student safety has been further enhanced by the introduction of a school wide behavior expectations as well as behavior assemblies to teach appropriate behavior.

A Comprehensive School Safety Plan was adopted in February 2007. We have reviewed it every year since with the School Site Council and Anderson Staff to make sure that it is still viable. The Safety Plan was last discussed with all staff on October 15, 2019. The key components of the plan include three different drills and the chain of command in the case of an emergency. In addition, the plan details what chemical and poisons are prohibited at school. Also lists the various safe practices for students inside and out of classroom. Universal bell schedules were implemented in 2004 so that emergency bell signals are the same at all schools. Each classroom has a safety backpack which stays with the teacher during emergencies. Emergency drills for fire, lock down/lock out, earthquake, and other emergencies are held on a regular basis.

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		5		24		6		24		5	
1	26		4		24		4		24		5	
2	24		5		26		4		24		4	
3	22		5		25		5		25		4	
4	23	1	5		28		4		32		3	1
5	29		5		23	1	5		23	1	4	
6	12	2			13	2						
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	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8247.63	1777.99	6469.63	87796.93
District	N/A	N/A	6469.63	\$88,914.00
Percent Difference - School Site and District	N/A	N/A	0.0	-1.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-14.8	6.0

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)

Categorical funds provided the following programs and supplemental services: Before and after-school intervention and enrichment programs, Professional Development, mentoring programs for African-American students, newcomer language interventions, technology training. Categorical funds are used to provide student and family support through our Bilingual Instructional Assistants, and targeted student population technology support.

General funds are used to purchase materials and supplies, cover rental and lease agreements, and provide various school-wide assemblies. We also purchase books for our classrooms and Library, periodicals, and technology. In addition, general funds provide for noon supervision, and our school-community liaison.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,383	\$45,741
Mid-Range Teacher Salary	\$88,894	\$81,840
Highest Teacher Salary	\$104,333	\$102,065
Average Principal Salary (Elementary)	\$137,612	\$129,221
Average Principal Salary (Middle)	\$142,246	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$223,253	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of social-emotional learning, Math warm-ups, and integrated ELD. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.