

# Benjamin Foxen 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
<b>School Name</b>	Benjamin Foxen Elementary School
<b>Street</b>	4949 Foxen Canyon Rd.
<b>City, State, Zip</b>	Santa Maria, CA 93454
<b>Phone Number</b>	(805) 937-1148
<b>Principal</b>	Doug Brown
<b>Email Address</b>	dbrown@blochmanusd.org
<b>Website</b>	blochmanusd.org
<b>County-District-School (CDS) Code</b>	42 69112 6045264

Entity	Contact Information
<b>District Name</b>	Blochman Union Elementary School District
<b>Phone Number</b>	805-937-1148
<b>Superintendent</b>	Doug Brown
<b>Email Address</b>	dbrown@blochmanusd.org
<b>Website</b>	<a href="http://blochmanusd.org">http://blochmanusd.org</a>

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

The Blochman Union School District is a one school district that encompasses the unincorporated towns of Sisquoc, Garey and Tepusquet. The district's only school, Benjamin Foxen Elementary, is a K-8 school with 208 students located in the Santa Maria Valley of Santa Barbara County. In addition, Blochman sponsors four charter schools, Family Partnership Charter School (K-12), Trivium Charter School (K-12), Trivium Charter School: Adventure (K-12), and Trivium Charter School: Voyage (K-12). All charter schools are independent study schools serving students in Santa Barbara and San Luis Obispo Counties.

After 8th grade promotion from Benjamin Foxen Elementary School, students attend the Santa Maria Joint Union High School District. Local industries include farming, oil production, rock/sand/gravel production and vineyards/wine production. There are two universities and three community colleges located within a 65mile radius of the District.

As a Direct Services school, Santa Barbara County provides the specialized services of a school psychologist and a school nurse. The services are dependent on the number of students who qualify, but on average 15 hours per week of services are provided by county staff members.

The mission of the Blochman Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible citizens in a continuously changing world.

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

Grade Level	Number of Students
<b>Kindergarten</b>	20
<b>Grade 1</b>	23
<b>Grade 2</b>	24
<b>Grade 3</b>	23
<b>Grade 4</b>	25
<b>Grade 5</b>	24
<b>Grade 6</b>	22
<b>Grade 7</b>	27
<b>Grade 8</b>	24
<b>Total Enrollment</b>	212

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Asian	0.5
Hispanic or Latino	51.4
White	42.9
Two or More Races	3.8
Socioeconomically Disadvantaged	54.7
English Learners	12.7
Students with Disabilities	12.7
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	12	13	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K – 5: Journeys (Houghton Mifflin) Grades 6 – 8: Collections (Houghton Mifflin)	Yes	0
<b>Mathematics</b>	Grades K – 5: My Math (McGraw -Hill) Grade 6: Big Ideas Math, Course One (Big Ideas Learning) Grade 7: Big Ideas Math, Course Two (Big Ideas Learning) Grade 8: Big Ideas Math, Course Three (Big Ideas Learning)	Yes	0
<b>Science</b>	Grades K - 8: California Science Dimensions (Houghton Mifflin)	Yes	0
<b>History-Social Science</b>	Kindergarten: CA Impact-Learning & Working Now & Long Ago (McGraw -Hill) Grade 1: CA Impact-A Child's Place in Time & Space (McGraw -Hill) Grade 2: CA Impact-People Who Make a Difference (McGraw -Hill) Grade 3: CA Impact-Continuity & Change (McGraw -Hill) Grade 4: CA Impact-California: A Changing State (McGraw -Hill) Grade 5: CA Impact-US History : Making a New Nation (McGraw -Hill) Grade 6: CA Impact-World History & Geography, Ancient Civilizations (McGraw -Hill) Grade 7: CA Impact - World History & Geography, Medieval & Early Modern Times (McGraw -Hill) Grade 8: CA Impact: United States History & Geography, Growth & Conflict (McGraw -Hill)	Yes	0
<b>Foreign Language</b>	Spanish instruction is provided on a class-by-class basis.		0
<b>Health</b>	Grade 8: Sexual Health Education for America's Youth (Positive Prevention Plus) Teachers in other grades incorporate state-approved health-related supplemental instructional materials into the classroom curriculum.	Yes	0
<b>Visual and Performing Arts</b>	The District contracts with Coehlo Music to provide music instruction to students.		0
<b>Science Laboratory Equipment (grades 9-12)</b>			0

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

Benjamin Foxen School provides a safe, clean environment for student, staff and volunteers. School facilities were built in 1951 and span 11 acres. The buildings consist of 11 classrooms, an office, multi-purpose room/cafeteria, library and a bus barn. Two portable classrooms were added in 2015. Benjamin Foxen School is a community resource. The facilities are used by 4-H and several other organizations. Our facilities and campus safety are supported by classified staff including two maintenance workers, a cafeteria coordinator and head cook, a school secretary, an accounting assistant, a library assistant and a business manager. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained at a level that provides for a good learning environment. The District complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The District's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held regularly.

Repairs necessary to keep the school in good repair and working order are completed in a timely manner. Blochman Union School District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

### 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:** September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	53	57	55	50	50
Mathematics (grades 3-8 and 11)	39	36	36	33	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	138	128	92.75	7.25	53.13
Male	70	68	97.14	2.86	47.06
Female	68	60	88.24	11.76	60.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	66	61	92.42	7.58	44.26
Native Hawaiian or Pacific Islander					
White	62	57	91.94	8.06	64.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	72	67	93.06	6.94	44.78
English Learners	18	17	94.44	5.56	41.18
Students with Disabilities	24	22	91.67	8.33	9.09
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	138	128	92.75	7.25	35.94
Male	70	68	97.14	2.86	41.18
Female	68	60	88.24	11.76	30.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	66	61	92.42	7.58	29.51
Native Hawaiian or Pacific Islander					
White	62	57	91.94	8.06	42.11
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	72	67	93.06	6.94	26.87
English Learners	18	17	94.44	5.56	35.29
Students with Disabilities	24	22	91.67	8.33	9.09
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	21.7	30.4	30.4
7	12.5	29.2	16.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the education program at Benjamin Foxen Elementary. Parents are encouraged to work closely with the school in a variety of classroom volunteer positions.



The School Site Council (SSC) is made up of parents and staff who are responsible for the development of the school's School Improvement Plan. Parents are kept current with their student's progress through parent teacher conferences that are scheduled twice a year and supported by mini-conferences throughout the year.

The Local Control Accountability Plan Committee (LCAP) is actively involved in helping the District formulate and implement goals and plans.

The school welcomes parents to become active members on one or more of the many committees and councils as well as attending the school board meetings to stay informed of district and school issues.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.0	0.9	0.5	0.4	0.3	0.1	3.6	3.5	3.5
<b>Expulsions</b>	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)

Benjamin Foxen Elementary School district administrators have the task and responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood or an act of terrorism. Developing emergency operations plans and training staff in emergency response procedures is required by law. The safety of students and staff is a primary concern of Benjamin Foxen School. The school complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and earthquake drills are conducted on a regular basis throughout the school year. The campus is closed and adult supervision is provided before school, after school and during recesses.

The Comprehensive School Safety Plan was developed by the school in consultation with local first responders in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting, procedures, teacher notification of dangerous pupil procedures, and disaster response procedures. Benjamin Foxen School reviews the plan annually and updates it as needed. The plan was last reviewed by the School Site Council on September 24, 2019 and the Board of Education in October of 2019. A copy of the safety plan is available to the public at the school office.

Every classroom has a fire extinguisher and the cafeteria has 4 fire extinguishers. There is an electrical room that can turn off all electricity to the school. The telephone panel is also in this room. The fenced in area next to the black top is the water for the township of Sisquoc. It is owned by Golden State Water.

The Superintendent/Principal is the designated Incident Commander. All certificated staff members are to stay with their students, classified staff members are given specific job duties to perform in the case of an emergency, e.g. first aid supplies, transportation, safety/security officer, operations section chief, search and rescue team leader, medical team leader, student release team leader, planning section chief, logistics section chief, supplies/ facilities unit, finance/administration section unit chief and recordkeeping unit.

## 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		1		22		1		20	1		
1	22		1		25		1		23		1	
2	18	1			23		1		24		1	
3	22		1		21		1		23		1	
4	19	1			24		1		25		1	
5	24		1		21		1		24		1	
6	28		1		26		1		22		1	
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)	1.0
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	2.4

\*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	\$10,231.10	\$1,424.70	\$8,806.50	\$54,895.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8,806.50	\$54,895.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	15.9	-16.8

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)

We offer the targeted, researched based Step Up to Writing program and train teachers on the effective use of this program, provide two .5 FTE intervention teachers, one .36 intervention teacher, and a full- time instructional assistant for intervention. Dedicated intervention teachers and an instructional assistant will provide the additional support students may need in order to improve their English Language Arts (ELA) and math skills.

Students in the low performing category for ELA receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies to be used are Orton Gillingham multi-sensory direct instruction (Project Read and Barton), as well as Lindamood Bell Seeing Stars Sensory Imaging, and Read Naturally. The method used will depend on the characteristics and type of difficulty the student is manifesting.

Students in the low performing category for math are receiving intensive intervention provided by a certificated intervention teacher.

An instructional strategy to promote reading is being implemented in grades K-5 consisting of a Reading Workshop using Responsive Teaching. This strategy uses current best practices in teaching, while supporting the individual needs of every student. Furthermore, as a way to ensure the success of Reading Workshop, we are providing the tools to set up a leveled classroom library at each grade level, as well as to utilize the Fountas & Pinnell Benchmark Assessment System for reading assessment.

The school also provides numerous opportunities for field trips, on-site music instruction through a collaboration with Coelho Music, and a dedicated Physical Education teacher.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$45,252
Mid-Range Teacher Salary	\$63,423	\$65,210
Highest Teacher Salary	\$80,335	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$123,806	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

To acquire necessary knowledge, upgrade skills, and develop professionally, Benjamin Foxen Elementary's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise, based on advanced education or specialized training, with their colleagues.

Listed below are the number of professional staff development days within the most recent three-year period.

17/18 --- Three days

18/19 --- Three days

19/20 --- Three days

We are currently piloting a new science curriculum so much of the current year training is focusing on the new curriculum. Also, an instructional strategy to promote reading is being implemented in grades K-5 consisting of a Reading Workshop using Responsive Teaching. This strategy uses current best practices in teaching, while supporting the individual needs of every student. Furthermore, as a way to ensure the success of Reading Workshop, we are providing the tools to set up a leveled classroom library at each grade level, as well as to utilize the Fountas & Pinnell Benchmark Assessment System for reading assessment. Teachers are receiving training to implement this new strategy.