

Vernon E. Greer 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	Vernon E. Greer Elementary School
Street	248 W. A Street
City, State, Zip	Galt, CA 95632
Phone Number	(209) 745-2641
Principal	Stephanie Simonich
Email Address	ssimonich@galt.k12.ca.us
Website	http://gr-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0119420

Entity	Contact Information
District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Karen Schauer, Ed.D.
Email Address	kschauer@galt.k12.ca.us
Website	http://gjuesd-ca.schoolloop.com/

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

Vernon E. Greer Elementary School is committed to achieving academic excellence by implementing goal setting practices and capitalizing on learner talents and strengths to personalize learning. We strive to create a safe and welcoming environment which fosters the development of caring, responsible, and engaged learners that are prepared to meet the challenges of being citizens in a culturally diverse, technologically advanced, and scientifically progressive society. Our dedicated staff, supportive families, and generous community work collaboratively to build a bright future for all learners.

At Vernon E. Greer Elementary, we strive to...

Create well rounded, engaging, and academically challenging learning experiences which capitalize on talents, strengths, and interests.

Use goal setting practices to achieve personal growth towards meeting or exceeding grade level standards in preparation for college and career.

Develop crucial life skills through social and emotional lessons.

Deepen mathematical knowledge in order to develop financial literacy.

Balance informational and literary texts while fostering reading, writing, listening, and speaking skills.

Participate in professional development as models of lifelong learning.

Acknowledge talents, strengths, and interests when collaborating as a professional learning community.

Communicate and collaborate with families so learners reach their greatest potential.

We are very proud of the many hours parents and community members provide to us each month. Parents are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. We are thankful for a very active and supportive Greer "Partners" in Education, English Language Advisory Committee, and School Site Council.

All learners have a Personalized Learning Plan. This plan is developed collaboratively with administration, teachers, parents, and the learner to ensure academic progress. The PLP profile includes learner strengths, interests, and goals.

Individual strengths and talents are recognized. Teachers are committed to becoming strengths-based educators. Through strengths spotting activities, our primary learners identify talents that can be productively applied. Our intermediate learners complete the GALLUP Strength Survey to identify their top three talents. At Vernon E. Greer Elementary, educators are discovering their own talents and developing and applying strengths as they help learners do the same in learning and completing academic tasks to optimal levels of personal excellence.

The teachers and support staff at Vernon E. Greer Elementary are dedicated to student achievement towards meeting Common Core State Standards. Teachers, specialists, and administration collaborate on a regular basis to provide a personalized, standards-based education for all learners. Careful and precise data analysis of local and state assessments drive instruction.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	69
Grade 2	55
Grade 3	65
Grade 4	64
Grade 5	67
Grade 6	65
Total Enrollment	463

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.1
Asian	0.9
Filipino	2.2
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.4
White	35.9
Two or More Races	3
Socioeconomically Disadvantaged	66.3
English Learners	22.9
Students with Disabilities	10.8
Foster Youth	0.2
Homeless	1.9

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	26	22	25	186
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 2019

Galt Joint Union Elementary held a Public Hearing in October 2019 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All learners, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	6th Glencoe/McGraw Hill- Science Focus, adopted in 2007 K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	6th Glencoe/McGraw Hill-Discovering our Past, adopted in 2006 K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Vernon E. Greer School facilities were originally constructed in 1992. Vernon E. Greer Middle school closed after the 2007-2008 school year. After renovations, Vernon E. Greer Elementary opened in 2008. The school is composed of 5 permanent classrooms, 26 portable classrooms, a multi-purpose room, a library, three playgrounds, a staff room, and an extended day classroom.

Cleaning Process

Administration works daily with the three full-time custodial staff to ensure that the school is maintained in order to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service. Highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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: 1/17/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Fair	

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)	55	49	49	50	50	50
Mathematics (grades 3-8 and 11)	47	44	38	41	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	260	260	100.00	0.00	49.23
Male	138	138	100.00	0.00	42.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	122	122	100.00	0.00	56.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	158	100.00	0.00	49.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	81	100.00	0.00	50.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	182	182	100.00	0.00	41.76
English Learners	81	81	100.00	0.00	43.21
Students with Disabilities	35	35	100.00	0.00	22.86
Students Receiving Migrant Education Services	13	13	100.00	0.00	38.46
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	261	260	99.62	0.38	44.23
Male	138	137	99.28	0.72	40.88
Female	123	123	100.00	0.00	47.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	158	157	99.37	0.63	43.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	82	82	100.00	0.00	43.90
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	0.55	36.81
English Learners	81	81	100.00	0.00	33.33
Students with Disabilities	35	35	100.00	0.00	37.14
Students Receiving Migrant Education Services	13	13	100.00	0.00	53.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	24.6	10.8

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)

Vernon E. Greer Elementary School parents and guardians play an important role in their child's education through participation in the following programs:

The School Site Council helps develop the School Plan for Student Achievement. The members monitor and evaluate the plan as well as other projects/plans that benefit the school. The SSC also facilitates communication between the school and community.

The English Language Advisory Committee advises parents on the services available for learners who have limited English proficiency.

Greer "Pardners" in Education is a wonderful parent organization that helps provide family activities with a focus on the educational success and academic achievement for all learners.

Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom.

Community volunteers support the classroom. District policy requires volunteers over the age of 18 to submit birth dates and Social Security numbers for a security check through the police department.

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	1.4	2.1	2.8	2.2	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Vernon E. Greer Elementary School Safety Plan was last updated in February 2019.

Student safety is a priority at Vernon E. Greer Elementary School. All gates remain locked throughout most of the school day with admittance to the campus only through the main office. Any visitor is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors to our school to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the school day to monitor student safety in crosswalks, on campus, on the playground, and in the cafeteria. Staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members.

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. Our school-wide "Emergency Handbook" outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and a shelter-in-place plan. These emergency drills are conducted regularly.

The district takes great effort to ensure that Vernon E. Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis. In addition, school safety inspections are periodically conducted by the Schools Insurance Authority of Sacramento County.

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	16	6			13	6			11	7	1	
1	35	3		2	29	3		2	41		3	2
2	38		3	2	37	2	1	2	34	3		2
3	35	3		2	36	3		2	39		3	2
4	41		3	2	42		2	2	48		1	3
5	50		3	2	43		1	2	49			4
6	36	1	3	2	32	1	4	2	50		2	2
Other**	32		1		9	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.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	.5
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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	11651	3206	8444	76700
District	N/A	N/A	8436	\$75,606.00
Percent Difference - School Site and District	N/A	N/A	0.1	1.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	11.8	-1.2

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)

Supplemental programs and services at Vernon E. Greer Elementary School that support and assist our learners include:

Vernon E. Greer is honored to be the recipient of State funds which provide for an after-school program. The After School Education and Safety Program (ASES) is held Monday through Friday from 2:30 pm - 6:00 pm and provides homework help, strategic academic acceleration, and enrichment.

We have a cadre of eight instructional assistants that provide additional instruction in foundational reading skills. The instructional assistants focus supports and interventions in our TK-3rd grade classrooms. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Our paraprofessionals are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches.

The district provides funding for supplemental educational services (SES) related to our federal Program Improvement status.

The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. The BFLC provides after school “clubs” based on student interests.

Our school social worker programs helps keep all learners supported through their school years. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides ongoing workshops.

Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,460	\$49,378
Mid-Range Teacher Salary	\$69,581	\$77,190
Highest Teacher Salary	\$91,003	\$96,607
Average Principal Salary (Elementary)	\$115,779	\$122,074
Average Principal Salary (Middle)	\$118,535	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,491	\$189,346
Percent of Budget for Teacher Salaries	37%	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	3	3	3

Professional learning is an important part of the planned school program at Vernon E. Greer Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies. The district provided three professional learning days for certificated staff in 2015-2016, 2016-2017, 2017-2018, and in the current 2018-19 school year. Additionally, the district provided collaboration time following the professional learning days which allowed teachers were able to strategically make plans and reflect on their new learning.

Professional development has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs. Our site leadership team plays an important part in the implementation of the personalization model and for increasing professional capacity. Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.