

# Sky Country 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	Sky Country Elementary School
Street	5520 Lucretia Ave.
City, State, Zip	Jurupa Valley, CA 91752
Phone Number	951 360-2816
Principal	Debra Sigala
Email Address	debra_sigala@jUSD.k12.ca.us
Website	<a href="http://www.jurupausd.org/schools/SkyCountryElementary">www.jurupausd.org/schools/SkyCountryElementary</a>
County-District-School (CDS) Code	33 67090 6104491

Entity	Contact Information
<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951 360-4100
<b>Superintendent</b>	Mr. Elliott Duchon
<b>Email Address</b>	info@jusd.k12.ca.us
<b>Website</b>	www.jurupausd.org

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

Sky Country continues to be a part of the AVID network of schools. As a member of the network, Sky Country believes that every student deserves the chance to be educated in a way that prepares them for college and/or career. Our teachers and staff encourage every child to set goals that will allow them to reach their dreams and work toward their future as they prepare for college and career. In 2019, we will expand on the philosophy of AVID elementary school with an even stronger focus on college and career readiness and 21st-century learning by extending trainings to more teachers.

In 2016, Sky Country implemented the district's Technology Gateway plan by providing all 2nd-6th-grade students a Chromebook device. Devices are a part of daily instruction and are checked out to students for in-school and at-home use. Chromebooks are an integral part of daily instruction and curriculum and support the current Units of study. Teachers and selected classified staff have begun attending staff development opportunities to learn how to implement effective instructional programs including Office 365, Google Apps for Education and other relevant programs. Parents will be provided with information on technology and learning opportunity classes throughout the year as well.

Our district and school initiatives are closely related. As a school, we are working toward full implementation of the district's Units of Study. These teacher-created units specifically cover the California standards for ELA, Mathematics, and NGSS for each grade level. Daily English Language Development (ELD) continues to be a key area of focus this school year. Every classroom provides integrated and designated ELD using the new ELD standards. In 2016, teachers began using the new ELA textbook (McGraw Hill – Wonders) to support the Units of Study. The Units continue to serve as our curriculum but teachers are given the freedom to use appropriate resources at their discretion.

### Vision

All Sky Country School students will be academically successful and master the challenging common core state standards. Students will develop their individual potential and self-worth to become successful, contributing citizens who take full responsibilities for their actions. Students will be respectful, responsible and safe.

### School Mission Statement

The Sky Country staff is committed to creating a school that knows no limits to the academic success of each student. Teachers provide challenging lessons reflecting current research, best practices, and high expectations. Sky Country Elementary is an AVID School which takes pride in maintaining a student-focus for all activities and programs. Teachers help to develop connections between life experiences and the curriculum. Staff and parents work together to develop the academic, social, emotional, and physical well-being of all students.

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	50
Grade 2	60
Grade 3	68
Grade 4	66
Grade 5	56
Grade 6	64
Total Enrollment	435

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

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	0.7
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.2
White	15.6
Two or More Races	0.5
Socioeconomically Disadvantaged	64.6
English Learners	27.8
Students with Disabilities	6.4
Homeless	0.2

## 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	38	18	20	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

## 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:** September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6), McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

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

The safety, cleanliness, and adequacy of our school facilities are a priority for the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis. The District also has an internal inspection team conducting annual safety inspections of all sites.

There have been a few improvements and maintenance projects completed this year. This summer fences were put up so that we would be separated from the P.I.CO offices as well as gating was put up to separate the restrooms from the campus. Room 12 had a wall replaced and treated for water damage. Rooms 28 and 29 were converted to one room and a restroom and water fountain were installed to accommodate our New Preschool Program.

## 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:** 11/25/2019

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)	34	39	36	38	50	50
Mathematics (grades 3-8 and 11)	28	32	24	25	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	258	256	99.22	0.78	39.06
Male	118	117	99.15	0.85	31.62
Female	140	139	99.29	0.71	45.32
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	210	209	99.52	0.48	36.36
Native Hawaiian or Pacific Islander					
White	39	38	97.44	2.56	55.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	177	99.44	0.56	30.51
English Learners	103	102	99.03	0.97	25.49
Students with Disabilities	18	18	100.00	0.00	5.56
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	258	257	99.61	0.39	31.52
Male	118	118	100.00	0.00	29.66
Female	140	139	99.29	0.71	33.09
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	210	210	100.00	0.00	28.57
Native Hawaiian or Pacific Islander					
White	39	38	97.44	2.56	47.37
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	177	99.44	0.56	24.29
English Learners	103	103	100.00	0.00	24.27
Students with Disabilities	18	18	100.00	0.00	0.00
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	12.5	37.5	17.9

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)

Parent involvement is key to the success of our students. Parents, teachers and students must work together to maximize learning for every child. Details are highlighted in our parent involvement policy.



At Sky Country, many opportunities are available for parents and the community to participate and engage in our students' education. We invite parents to attend meetings and be part of committees throughout the year. Committees include ELAC, School Site Council and PTO. Other meetings held during school hours include Hero-Bullying prevention and AVID information meetings. These meetings give parents an opportunity to learn while their kids are at school. Babysitting is provided for most meetings. Translation is generally provided.

Non academic opportunities for parents to be on campus are offered monthly. For example, we have an annual Art Fair, Father Daughter Dance, Mother Son game night , family lunch, family game night-unplugged, Trunk or Treat, Movie Nights, and other grade level specific themed days.

Parents are welcomed when they enter our school and are encouraged to volunteer in the classrooms. The school shows appreciation for parents during an annual parent volunteer tea held in May.

### 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>	1.0	1.2	1.6	3.4	3.6	3.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Sky Country has three certificated School Site Safety Committee members. The safety plan focuses on daily safety measures, emergency safety procedures, evacuation instructions and risk management. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. The job of the committee is to ensure that all staff members are informed and that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus. The plan is revisited every March and approved during a school site council meeting. The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. The committee most recently reviewed procedures with the staff in March 2019 after the Great ShakeOut drill. Monthly drills also occur on campus including fire drills, lockdown and earthquake drills.

## 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	25	1	4	1	22	5		1	24	1	2	
1	25		5		23		6		21		2	
2	27		5		27		5		23		3	
3	24		5		23		6		23		3	
4	26	1	3		32		4		33			2
5	29	1	3	1	35		2	2	28		2	
6	29		4		32		2	2	32		1	1
Other**					2	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)	
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

\*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	9604	1597	8007	93490
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-9.7	3.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	20.4	14.5

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)

Sky Country is identified as a Title I school. Title 1 is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children.

The program is intended to help ensure that all students meet state standards. Funds are allocated on basis of a number of students eligible for free/reduced lunch. The goal of Title 1 is to increase academic achievement and provide direct instructional support to students. It also promotes parent education and involvement. Parents have rights to ask for meetings, information and training and for access to review the School Plan for Student Achievement (SPSA). At Sky Country, primary and upper-grade interventions are in place as a Title 1 support. Ongoing professional development is provided for teachers. The school also provides parent information and training on various topics throughout the school year. Parents are encouraged to be a part of the educational process.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	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	5	5	5

Based on SBAC assessment data, mathematics continues to be a professional development focus. Students are continually showing lack of knowledge in basic math facts/fluency. To address this concern, all TK-6 teachers attended Balanced Math training with an emphasis on math fluency (Math FUN). Fluency using numbers (FUN) is incorporated into daily math instruction by providing students with a conceptual understanding using games and periodic fact checks in order to help them with their overall math application.

Primary intervention is also a focus for students in grades kindergarten through third. DIBELS data is used to identify students who need intensive intervention for foundation reading skills. Primary intervention teachers and k-3 teachers receive PD on effective instructional strategies to help all students read at grade level by third grade. PD is offered by a district teacher on special assignment and a county consultant. Training is offered during the day with subs provided. Some training are specific to primary intervention teachers.

In September Language services came to the site and trained our teacher in the first of a two-day training on B.E.L.I.E.F focusing on Integrated ELD.

All fourth grade teachers have received Guided Reading training, with subs being provided, as well as station training to help aide in the District initiative of Fourth grade Intervention.

Last August teachers received Formative Assessment professional development. A new textbook adoption and revised ELA units of study determined the focus for this PD. A follow-up training was provided by a district coach during a staff meeting in September of last year.

The Next Generation Science Standards are being implemented. During the first trimester, all teachers attended an all-day PD to get an overview of the plan and to see where the new units could be accessed. Teachers are required to implement units throughout the year.

Technology professional development is offered multiple times throughout the year on various topics provided by our technology staff and district teachers and coaches. Teachers can sign up on the days of their choice and subs are provided. Topics such as Haiku and Google are options. Trainings are hands-on and provide information on technology integration in the classroom. This PD is necessary as the district implemented the technology gateway plan this year.

During the 16-17 and 17-18 school year, nine district coaches are available for teachers to contact for topics of their choice. Teachers can meet with them during the day, with subs provided, or after school at their discretion. Coaches can provide professional development to groups of teachers, whole staffs or individual teachers.

The site principal, coaches(16-17,17-18), and grade level teams support teachers in the implementation of all district initiatives. Coaching, reflection and discussion are part of the process to help staff members refine their skills and provide effective instruction.

11 teachers and the Principal attended the AVID summer institute in June of last year. This year 5 teachers and the Principal attended the summer AVID institute. The AVID site team continues to train grade levels on the implementation of AVID strategies and goals. These strategies are now being implemented school-wide.