

Fairview Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Fairview Elementary School
Street	1308 Fairview St.
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1235 x 3310
Principal	Emily Mullins
E-mail Address	emullins@orlandusd.net
Web Site	http://fairview.orlandusd.net/
CDS Code	11754816007470

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Ken Geisick
E-mail Address	KGeisick@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (School Year 2018-19)

Fairview Elementary School houses all of the third through fifth-grade students in the Orland Unified School District. We serve a diverse population of students and families. Fairview is a school of approximately 485 students on a modified traditional school calendar with multiple breaks throughout the school year to help rejuvenate and refocus students and teachers. Our school is composed of 19 general education classrooms, 3 special education classrooms, 2 full-time Title I teachers and 1 full-time ELD coordinator, one library, one music room, and one cafeteria/multi-purpose room. In the 2018-2019 school year, we became a 1:1 school, with all students having access to a state of the art Chromebook. Due to our high population of Spanish speaking families, we have on staff a dedicated bilingual services aide to assist with written and verbal translation. All of the staff at Fairview Elementary School are highly qualified and have a diverse range of training and experience to work with our student population. We strive to create an educational environment that is both safe and stimulating while reaching to help our students achieve personal and academic success. We are working to improve our communication and collaboration with our families to create a well-rounded academic program and partnership between family and home.

Our mission at Fairview Elementary School is committed to ensuring the success of all students, teachers, and parents by providing a safe and nurturing learning environment. Students will engage in rigorous and relevant learning that incorporates a variety of learning styles and technology. Students will take risks, have fun, and show creativity as they develop critical thinking skills. Fairview is a place where students go above and beyond to be awesome. As a learning community, we will prepare students who are respectful, responsible, and productive, lifelong learners.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 3	167
Grade 4	158
Grade 5	146
Total Enrollment	471

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.1
Asian	1.7
Filipino	0.2
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	0.0
White	28.2
Socioeconomically Disadvantaged	86.6
English Learners	37.2
Students with Disabilities	13.0
Foster Youth	0.4

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	25	26	117
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: January 2018

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the Common Core State Standards and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California Common Core State Standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. We adopted a new State approved curriculum called Benchmark Advanced. All teachers have had training in the implementation of the program and eight teachers have attended Trainer or Trainers training in the program to help support the school. These teachers meet monthly to talk and share information, as well as meet every 6 weeks with a county team to create a larger system of support.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to have a deeper knowledge of math concepts. We have adopted the Go Math program. Teachers have been trained on the how the programs works so we can work meet Common Core Math Standards. Common Core Math is a whole new way of teaching and learning that helps students to find their personal strengths in math and then using those strengths to their greatest advantage. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the Next Generation Science Standards starting in kindergarten. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site. The new State Science Test will be fully operational in the 2018-2019 school year

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from the most recent list of standards-based materials adopted by the SBE. Teams of teacher and administrators meet to research and recommend the best choice for our community of learners. Our local school board makes the final textbook decisions based on input from teachers, administrators, and community members.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced Benchmark Education CO, © 2017 Adopted Spring 2017	Yes	0
Mathematics	Go Math Houghton Mifflin Harcourt California, © 2015 Adopted Fall 2016	Yes	0
Science	3rd Grade - FOSS (Full Option Science System--Delta Education, Inc., © 2007 4th & 5th Grade - Californian Science Macmillan/McGraw-Hill, Macmillan/McGraw-Hill , © 2007	Yes	0
History-Social Science	3rd Grade-Our Community Scott Foresman, History-Social Studies for California, © 2006 4th Grade -Our California Scott Foresman, History-Social Studies for California, © 2006 5th Grade- Our Nation Scott Foresman, History-Social Studies for California, © 2006	Yes	0
Visual and Performing Arts	Music - McGraw-Hill	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance staff keeps the grounds and facilities in excellent condition. Site custodians clean both classrooms and bathrooms daily. , Fairview Elementary recently reconfigured it's office space creating a new entrance. This new configuration makes it so any visitors must enter the school through one main entrance thus providing a safe watch on who is coming and going during the school day. We are hoping that soon the school will be repainted which is needed.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 9/20/18		
System Inspected	Repair Status	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	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Poor	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/20/18	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	24.0	29.0	29.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	13.0	13.0	15.0	14.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	465	459	98.71	28.54
Male	237	233	98.31	23.61
Female	228	226	99.12	33.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	316	314	99.37	23.57
White	127	125	98.43	41.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	406	401	98.77	24.44
English Learners	231	228	98.70	20.61
Students with Disabilities	55	55	100.00	10.91
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	463	458	98.92	12.66
Male	236	233	98.73	13.73
Female	227	225	99.12	11.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	314	312	99.36	10.9
White	127	125	98.43	17.6
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	404	399	98.76	10.53
English Learners	230	228	99.13	7.89
Students with Disabilities	55	55	100	5.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.8	19.5	4.7

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.

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 2018-19)

Our School Site Plan and all categorical budget approvals are made by our SSC, which always includes parent members. In addition, we have an English Language Advisory Committee to help parents of students learning English feel welcome at our school and keep them informed of vital information of our school direction and activities. The ELAC meets four times a year and dates can be attained by calling the school. Our Parent Club meets the first Wednesday of the month at 7 pm at Round Table Pizza. They support the school and students by raising funds for student activities by coordinating Western Night, Spring Fiesta, book fairs, picture days, staff appreciation events, in-class support, and school assemblies. Fairview holds an annual Title 1 meeting at the beginning of the school year, as a part of Back To School Night, to inform parents of services provided to children participating in the Title 1 programs, which include reading, language, and math intervention groups. Parents are also kept up to date of events and activities, and encouraged to participate, through our weekly bulletin, marquee, website, social media, and an auto-dialer. Coffee with the Principal is held four times throughout the year as an opportunity for parents to connect with the principal on an informal level and network with other parents.

Please contact the school office at (530) 865-1235 if you are interested in becoming involved at our school.

Homework

Teachers at our site include homework as a part of the learning process. We ask that all parents read information from teachers about individual classroom homework policies and expectations and then work with the classroom teacher to ensure that this important part of the process has help both from school and from home. Our fall open house is an important time for parents to find out about their child's classroom and how they can best support the educational process. In addition, most of our teachers require students to read for at least 20 to 30 minutes each evening. We also ask parents to read with or to their child and to sign a reading log and return it weekly.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.8	3.6	1.8	5.6	6.7	6.1	3.7	3.7	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 2018-19)

The school safety plan has been reviewed on an ongoing basis and finalized by the School Site Council. It was last revised in February of 2018. Elements of this plan has been an agenda item of discussion at the first staff meeting of the year and a finalized copy of the plan is placed in each staff member's staff binder. Revised sections are also replaced in the emergency flip charts that are located in each room near the door. Our site has a monthly fire drill, with an earthquake and intruder drill twice a year. The plan will be communicated to parents through the student handbook and an annual school survey will be done looking for potential hazards. We currently have a plan in place for fire, earthquake, intruder, bomb threat, chemical/toxic spill and a post-death intervention plan. All plans, including an evacuation plan, will be distributed and displayed in all classrooms in a highly visible area.

School Climate: We have a school-wide program that is based on Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, students, administrators, and board members have worked closely together to support and advocate for PBIS in all Orland Unified School District schools. This handbook was developed, so its contents match the principles of PBIS in a way that fits the goals, mission, and culture of Fairview School.

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Collaboratively, our staff and students have developed school-wide procedures to accomplish a positive and safe environment.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	23		24		22	8	20		21	11	24	
4	24	5	24		24		19		26		26	
5	23	8	20		40	4	22	1	38	3	24	1
Other	9	1			9	2			11	3		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	.25	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,805	\$2,148	\$8,657	\$65,518
District	N/A	N/A	\$8,657	\$63,541
Percent Difference: School Site and District	N/A	N/A	0.0	3.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	19.4	-8.6

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 2017-18)

We use Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, support teachers in working together and collaborating and general supplies. We offer specific ELA support, reading interventions and math interventions for students. These supports are offered by our intervention teachers during the school day. We also offer some after school supports with instructional aides. We meet biweekly to discuss student concerns during our COST meetings and re-evaluated students in interventions every 6-8 weeks to see how they are doing and adjust programs if needed. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our Site Council and our Board of Education.

Each grade also holds fund-raisers to pay for class trips, special projects or programs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,792	\$45,681
Mid-Range Teacher Salary	\$60,824	\$70,601
Highest Teacher Salary	\$86,952	\$89,337
Average Principal Salary (Elementary)	\$99,158	\$110,053
Average Principal Salary (Middle)	\$105,845	\$115,224
Average Principal Salary (High)	\$109,545	\$124,876
Superintendent Salary	\$182,703	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

The District provides two optional Professional Development Days for all teachers outside of the instructional student days, one mandatory day and 3-4 Banking days a year. Topics for professional development have been around high-quality instruction and second language learners. These areas have been determined by the District with input from teachers based on student data.

2016-17 Professional Development offerings continued the development of strategies/information learned in 15-16. Teachers could attend new sessions that depended on their knowledge or retake a session that they felt they needed to. All session focused on teachers learning how to provide high-quality lessons.

In addition to these FV teachers also did a book read with Daily 5 and sought how to incorporate it's focus on classroom configuration with our soon to be adopted ELA curriculum, Benchmark Advanced. We also attended five 2 hour sessions around English Learners. The focus of those sessions was to look at the new ELD standards, how integrated and designated ELD aligned, and how to best support our students.

2017-18 Professional Development offerings were set to continue our learning in high-quality instruction, supporting our English Learners and effective use of technology in the classroom. Teachers could attend a full day training about the new ELPAC and the skills needed to perform well on that test, they could attend a full day training on technology (teachers could pick from over twenty 1.5 hr workshops), and Tk-5 teachers could attend a full day training on Benchmark Advance while secondary focused on Long-term English Learners. Banking Days for the year are focusing on more technology sessions and Long-Term English Learners supports.

2018-19 Staff development time was spent focusing on English Learner needs and strategies, increasing technology use in the in the classroom, along with core curriculum supports. All teachers had the opportunity to participate in a District Wide Technology day where they could choose between several offering every two hours. This allowed them to get specific supports in what they were looking for. Secondary teachers worked two days with Storm Writing and focused on LTEL needs and strategies for improving writing and vocabulary development. There was a follow-up session in December for those interested and time during our District Banking day to further their knowledge on DOK questions. Our elementary teachers had time to work with their core materials in math and ELA. In addition to this, they could get support in GLAD strategies and STEM. District Banking Days were spent looking at EL data and looking at vocabulary development.

Additional PD was offered, during the school year, to some teachers in math, science, Illuminate and CAASPP instructional resources.