

# **Hicks Canyon Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Hicks Canyon Elementary School
Street	3817 Viewpark
City, State, Zip	Irvine, CA 92602
Phone Number	(714) 734-1878
Principal	Deena Vela
Email Address	dvela@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/hicks">https://www.tustin.k12.ca.us/hicks</a>
County-District-School (CDS) Code	30-73643-0102889

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/">https://www.tustin.k12.ca.us/</a>

### School Description and Mission Statement (School Year 2020-2021)

Our mission statement is: Helping Unlock the Skills and Knowledge In Every Student (Huskies) in a 21st Century Learning Environment. The entire Hicks Canyon community is dedicated to the California Department of Education's platform of embracing rigorous academic standards, providing excellence in teaching and creating a school environment rich in critical thinking, communication, creativity and collaboration. Annually, state assessments are analyzed by staff and closely monitored to meet the needs of all students. Schoolwide ELD, reading and math intervention programs monitor ongoing student needs using school and state assessment data. Hicks Canyon is most proud of being recognized for its diversity and high academic achievement through 21st century teaching and learning. Hicks Canyon has been recognized twice as a California Distinguished School and a Gold Ribbon School. Hicks Canyon recently received the 2019 California Distinguished School Recognition..

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	129
Grade 1	143
Grade 2	158
Grade 3	171
Grade 4	166
Grade 5	169
Total Enrollment	936

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	45.5
Filipino	4.6
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.4
White	25
Two or More Races	8.8
Socioeconomically Disadvantaged	20.7
English Learners	15.7
Students with Disabilities	6.9
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	37	39	37	904
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October 2020

Tustin Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks\* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks\* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home. Due to the impacts of Covid-19, for the 2020-2021 School Year, Tustin Unified School District is committed to providing curriculum and instruction support for virtual learning for all student K-12 grade implementing instructional materials and curriculum provided through Florida Virtual School (FLVS). FLVS was purchased to provide licenses for access to a catalog of online courses for students K-12. Teachers may teach these courses with an unlimited number of students.

On October 12, 2020, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

\*textbooks may be digital or hard copy depending on textbook and adoption cycle

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Heineman Units of Study for Teaching Reading by Lucy Calkins (2016) Heineman Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins (2016) K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell (2016) Mcgraw Hill Wonders (2016)  Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt California Math Expressions Common Core (2014)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Twig Education Inc. Twig Science (2020)  This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.	Yes	0%
<b>History-Social Science</b>	Harcourt Reflections (K-5), 2007	Yes	0%
<b>Health</b>	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%

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

## School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Hicks Canyon Elementary grounds, buildings, and restrooms are in good condition and are maintained regularly. Facility improvements for solar panel parking lot installed in 2017.

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** April 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	

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

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	76	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	75	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	58	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 2020-2021)

For the 2020-2021 school year, schools are operating in a hybrid model due to COVID-19 and state guidance on physical distancing. Although schools are operating in a new model, Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

There are many opportunities for parent involvement at Hicks Canyon Elementary. Parents also help support the school through active participation in the PTO, School Site Council, ELAC, Huskies in Action and other school site programs. Numerous activities for families are planned throughout the school year including curriculum nights, family nights, Back to School Night, and Open House. Contact Office Manager Connie Yoakum at (714) 734-1878.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.2	2.7	2.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	1.3	2.5
Expulsions	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Date Last Reviewed by School Site Council (SSC): 10/20/20

Date Updated and Approved by SSC: 10/20/20

Date Discussed by Staff: 8/11/20 and 9/24/20

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

### 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	13	12			15	8			30		4	
1	24		8		26		6		25		5	
2	23	1	7		23	1	6		30		5	1
3	30		7		31		6		36		4	1
4	30		6		29		6		29		5	
5					26	1	5		33			
Other**	11	1							19	2	2	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,587	\$2,928	\$7,659	\$90,386
District	N/A	N/A	\$7,751	\$87,448
Percent Difference - School Site and District	N/A	N/A	-1.2	3.3
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-1.2	8.5

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

#### Types of Services Funded (Fiscal Year 2019-2020)

In addition to base funding, Hicks Canyon Elementary School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Much of the 2019-2020 fiscal funding was used for 21st century teaching and learning by having every grade level become a 1:1 iPad school. In addition to the 21st century focus, HCE top priority was to ensure learning for ALL students. Funding was also used to hire extra support staff to oversee our intervention program for identified At-Risk and EL students. With 21st century teaching and learning at the forefront and intense interventions as the school's priorities, that is why HCE is recognized as a high academic achieving school.

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,152	\$50,029
Mid-Range Teacher Salary	\$84,130	\$77,680
Highest Teacher Salary	\$111,981	\$102,143
Average Principal Salary (Elementary)	\$138,130	\$128,526
Average Principal Salary (Middle)	\$144,818	\$133,574
Average Principal Salary (High)	\$165,717	\$147,006
Superintendent Salary	\$349,749	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0

Category	District Amount	State Average For Districts In Same Category
<b>Percent of Budget for Administrative Salaries</b>	5.0	5.0

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	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	13

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. This year was no exception, as staff and teachers had to prepare to teach as virtual instructors with a new platform and base curriculum to ensure equity and access for all students. Additional days of professional development occurred to prepare staff for Hybrid/Virtual learning. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

For the 2018-19, 2019-20 and 2020-2021 school years, HCE dedicated teachers engage in collaborative planning two Wednesdays each month. The principal provides staff professional development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction in Math (CGI), differentiating instruction, data interpretation and analysis and best first 21st century instruction. We continue to meet in weekly Professional Learning Communities (PLC) to plan and target instructional practices. The school leadership team meets to discuss school-wide timelines, data, and systems to support student learning. Teachers are also supported by district provided instructional coaches. The coach plans and works with teachers to improve instruction in Writing Workshop and English Language Development integrated with technology practices to ensure success for all students. We look forward to refining our literacy instruction with our high quality professional development opportunities. For 2020-2021, teachers are offered a lot of support for distance and hybrid learning instruction with focus areas of Social Emotional Learning and new using new technology (e.g. new apps). The school is providing after school jot sessions titled Tech Tuesdays and Wind Down Wednesdays for support in these focus areas.