

# Barbara Benson Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Barbara Benson Elementary School
<b>Street</b>	12712 Elizabeth Way
<b>City, State, Zip</b>	Tustin, CA 92780
<b>Phone Number</b>	(714) 730-7531
<b>Principal</b>	Jackie Christy
<b>E-mail Address</b>	jchristy@tustin.k12.ca.us
<b>Web Site</b>	<a href="http://www.tustin.k12.ca.us/benson">http://www.tustin.k12.ca.us/benson</a>
<b>CDS Code</b>	30-73643-6030688

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

### School Description and Mission Statement (School Year 2017-18)

Barbara Benson Elementary is an outstanding California Gold Ribbon and Title 1 Academic Achievement school that focuses on the educational achievement of all students through rigorous standards and engaging instructional strategies. As a Title 1 School with 42% socio economically disadvantaged students (SED) and 24% English Language Learners (ELL), many students arrive at school with limited learning experiences and social-emotional challenges. Benson Elementary's 1:1 iPad initiative provides students opportunities to use technology to enhance their learning opportunities and prepare our students with 21st century learning skills. Additionally, the 1:1 technology learning environment increases student engagement and minimizes negative behaviors for all students including the unique population of Special Education students.

Benson Elementary seeks to increase the overall reading achievement of all students through balanced literacy instruction with an emphasis on conferring during ELA instructional blocks. We have planned for an intensive, grade level specific professional development model to support teachers in their craft of teaching reading and writing and to ensure high quality instructional practices at Benson Elementary. Benson has a Multi-Tiered Support Systems teacher and paraeducator on staff that will be working with students who have identified needs. Teachers are also supported with a Connect Coach (Teacher On Special Assignment) who directly supports teachers through coaching and modeling of best teaching practices.

Benson's staff continues to focus on our mission to "Engage all students with 21st century skills to become responsible, well-balanced life-long learners."

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	112
Grade 1	54
Grade 2	56
Grade 3	54
Grade 4	54
Grade 5	49
Total Enrollment	379

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	7.7
Filipino	1.8
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0
White	19.3
Two or More Races	5.8
Socioeconomically Disadvantaged	50.4
English Learners	28.2
Students with Disabilities	15.3
Foster Youth	0.3

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	18	18	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 9, 2017

On October 9, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.		
<b>Mathematics</b>	State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.	Yes	0%
<b>Science</b>	State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.  Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. 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. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.	Yes	0%
<b>History-Social Science</b>	State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.	Yes	0%
<b>Foreign Language</b>	Not applicable.		N/A
<b>Health</b>	State-Adopted Textbooks	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.		

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

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.

Babara Benson Elementary School is a beautifully maintained school built in 1960. It closed for a period of time, and re-opened in 1991. The school was refurbished in 2006 with Measure G monies. Recently, the school was painted and created a beautiful new look for the community. Many exterior doors, restroom facilities, drinking fountains, and the fire emergency system were replaced. Carpet was replaced in all classrooms and school buildings during the summer of 2008. Hand painted murals surround the campus. Our grounds are maintained by District staff. Visitors who walk on campus are welcomed by pleasant staff members and safe, happy students, who are surrounded by beautiful flowers and a clean campus.

**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: 10/31/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/31/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/31/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	41	62	62	48	48
Mathematics (grades 3-8 and 11)	48	40	52	52	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	155	98.1	41.29
Male	92	91	98.91	31.87
Female	66	64	96.97	54.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	110	99.1	30.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
White	27	26	96.3	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	100	98.04	30
English Learners	56	55	98.21	25.45
Students with Disabilities	34	32	94.12	6.25
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	155	98.1	40
Male	92	91	98.91	37.36
Female	66	64	96.97	43.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	110	99.1	32.73
White	27	26	96.3	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	100	98.04	31
English Learners	56	55	98.21	23.64
Students with Disabilities	34	32	94.12	12.5
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	61	75	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	15.6	40

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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

The Benson community works together to support students and school programs on a daily basis. We encourage parents to attend parent education opportunities that are offered to educate parents on topics such as homework, responsibility, and positive discipline. Events and workshops that the principal and community liaison prepare include, but are not limited to, "Back to School Success" presented by our intervention teacher, "Keeping Student Safe Online" presented by a consultant, "Academic Parent Teacher Team" meetings presented by teachers, and Parents in Action active lunch time organized game play.

In addition, Benson's Parent Teacher Organization (PTO) works hard to raise funds to pay for enrichment programs that support the curriculum. Committee chairpersons organize school-wide events and various projects such as Class Act Music Programs, John Yeiser Music, FIBO Art, Girl Stuff, Guy Stuff, Writing Celebration, Family Movie Nights, and much more. PTO meets monthly to plan and report on school programs. PTO meeting dates are shared in our weekly Benson message to encourage parents to attend.

Parent/family member volunteers are encouraged to work in the classrooms on a daily basis. Parents also participate on the English Language Advisory Committee and School Site Council. The staff works closely with all parent groups to ensure an excellent educational program at Benson.

## 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.1	0.8	0.0	2.8	2.5	2.8	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Benson Elementary School has a comprehensive school safety plan which includes plans and procedures to follow in case of an emergency or situation of serious nature.

Date Last Reviewed by School Site Council (SSC): 10/2016 (Pending review 2/8/18)

Date Updated and Approved by SSC: 10/2016 (Pending approval 2/15/18)

Date Discussed by Staff: 08/17/2017 (Pending review 2/7/18)

Key Plan Elements: Our Safe School Plan includes the following elements:

1. Child abuse reporting procedures;
2. Disaster procedures, routine and emergency (SEMS);
3. Suspension, expulsion, or mandatory expulsion;
4. Procedures to notify teachers of dangerous pupils;
5. Sexual harassment policy;
6. provisions of any school wide dress code;
7. Procedures for safe ingress and egress;
8. Safe and orderly environment (School Safety Plan) includes school safety goals and objectives;
9. Rules and procedures on school discipline;
10. Hate crime reporting;
11. Staff roster and class lists; and
12. SPSA.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	69.2

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15				2015-16				2016-17			
	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+
<b>K</b>	17	4	1		11	8			13	9		
<b>1</b>	32		1		25		2		25		2	
<b>2</b>	32		1		28		2		25		2	
<b>3</b>	32		2		31		1		27		2	
<b>4</b>	34			2	32		2		32		1	
<b>5</b>	25		2		26	1		2	22	1	2	
<b>Other</b>	8	3							11	1		

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	.493	N/A
<b>Psychologist</b>	.7	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.3	N/A
<b>Speech/Language/Hearing Specialist</b>	1.4	N/A
<b>Resource Specialist</b>	.4	N/A
<b>Other</b>	0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$9,768	\$3,353	\$6,416	\$86,687
<b>District</b>	N/A	N/A	\$5,415	\$82,661
<b>Percent Difference: School Site and District</b>	N/A	N/A	18.5	4.9
<b>State</b>	N/A	N/A	\$6,574	\$79,228
<b>Percent Difference: School Site and State</b>	N/A	N/A	-2.4	9.4

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

## Types of Services Funded (Fiscal Year 2016-17)

Benson Elementary School receives funding for categorical programs that are available at our school site. These programs include LFCC-EL and Schoolwide Title 1 Program funds. The Tustin Public Schools Foundation and site PTO also support the school with donations and financial support throughout the year. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement. The categorical funds are used to provide interventions for at-risk students, professional development, instructional materials, and technology resources.

With a school wide goal of increasing literacy achievement of all students, professional development was provided by Momentum in Teaching consulting group to help teachers execute productive reading and writing workshop lessons. Additional Title 1 funding was used purchase instructional technology (including software subscriptions) to deliver scientifically-based, personalized instruction to improve the achievement of students in the areas of reading and mathematics.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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)

In regards to our educational programs and instruction, our 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 instruction. This year our site continues to focus on Balanced Literacy, specifically Writing Workshop. Our new teacher participates in the district's induction program. We have contracted with Momentum consultants to provide professional development in the area of Writing Workshop. 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 an instructional coach. The coach plans and works with teachers to improve instruction in Writing Workshop and English Language Development to ensure success for all students. Non-instructional staff are offered professional development opportunities at the beginning of the school year.