

W.R. Nelson 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	W.R. Nelson Elementary School
Street	14392 Browning Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7536
Principal	Mindy Smith
E-mail Address	msmith@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/nelson
CDS Code	30-73643-6030704

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 2018-19)

Nelson Elementary is a PBIS, public school located in Tustin that provides rigorous and engaging learning experiences for our 480, TK through fifth grade, 21st century learners. We are a schoolwide Title I school committed to implementing best teaching practices to meet the needs of our diverse students. The Nelson student subgroups include 73% socioeconomically disadvantaged, 37% English Learners, 11% Students with Disabilities, 78.7% Hispanic, 7.2% Asian, and 6.6% White students. Our dedicated teaching staff and parents work in relentless pursuit of our mission: We at W.R. Nelson will not rest until all our students' needs are met through high expectations, communication, and collaboration.

Nelson's most significant need for improvement is to support English Learners. This subgroup underperforms in meeting and exceeding standard on local and state assessments. Our focus is providing best tier I instruction by dedicating our resources to improve the effectiveness of integrated and designated ELD instruction and increase student engagement. Nelson will increase in overall reading and writing instruction with a focus on Writer's Workshop training this year. Research shows that effective writing instruction impacts overall literacy success. We have established a strong Professional Development model to support teachers in ensuring high levels of instruction and learning. This includes 3 coaching opportunities for all teachers provided by Momentum in Teaching. Professional development will be differentiated to meet the needs of each teacher and team. The site will fund three grade level collaboration days to enable each grade level team opportunities to observe, plan, and study data to maximize instruction in response to student needs. Additionally, we will focus on developing mathematical practices. All Wednesday professional development will be aligned with a staff-wide book study of Tracy Zager's "Becoming the Math Teacher You Wish You'd Had." Staff will participate in 3 lab days to facilitate learning new mathematical practices with our own students.

During the 2018-19 school year, Nelson is committed to the following improvement goals: Nelson students will demonstrate an increase in math proficiency as measured by a 5% increase in scoring standard met on CAASPP Math assessment; The percentage of Nelson EL students scoring well-developed overall will increase 5% according to the ELPAC assessment. They will also show 5% growth in ELA achievement as demonstrated on the CAASPP ELA assessment.; Nelson staff will provide more strategic Tier I and Tier II instruction to improve first instruction as measured by SWD demonstrating a 3% increase in achievement according to CAASPP in ELA and Math; Nelson students will demonstrate improved engagement as measured by a 25% decrease in the number of students earning an "N" (Needs Improvement) or "U" (Unsatisfactory) in effort grades, between the first trimester reporting period and the third trimester reporting period.

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

Grade Level	Number of Students
Kindergarten	85
Grade 1	73
Grade 2	70
Grade 3	77
Grade 4	80
Grade 5	99
Total Enrollment	484

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.0
Asian	7.4
Filipino	3.5
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.0
White	6.4
Socioeconomically Disadvantaged	73.8
English Learners	37.4
Students with Disabilities	12.0
Foster Youth	0.8

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	22	20	21	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	53

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: October 2018

On October 22, 2018, 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	<p>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.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text; Lexia and Big Universe software</p>	Yes	0%
Mathematics	<p>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.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>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.</p> <p>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.</p>	Yes	0%
History-Social Science	<p>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.</p> <p>Supplemental Textbooks and Materials: Data-Based Questions online access (Mini-Qs in California for 4th and Mini-Qs in American History for 5th grades)</p>	Yes	0%
Health	<p>State-Adopted Textbooks 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.</p>	Yes	0%

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.

Nelson School was built in 1965 with additional improvements made in subsequent years. District maintenance and grounds personnel provide for the repair of the facilities and care of the school grounds. Recent projects include office bathroom remodel and addition of 14 dry-erase boards in our STEAM lab. The school has a state-approved asbestos abatement plan available for review in the school office. Nelson students, staff and parents are proud of their school and campus beautification efforts. A new rock and succulent garden is currently underway.

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: 11/07/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/07/18	
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 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)	46.0	42.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	33.0	52.0	53.0	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	258	258	100.00	42.41
Male	140	140	100.00	37.86
Female	118	118	100.00	47.86
Black or African American	--	--	--	--
Asian	18	18	100.00	66.67
Filipino	--	--	--	--
Hispanic or Latino	203	203	100.00	37.44
White	19	19	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00	35.39
English Learners	136	136	100.00	36.76
Students with Disabilities	36	36	100.00	13.89
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	258	258	100	32.56
Male	140	140	100	32.86
Female	118	118	100	32.2
Black or African American	--	--	--	--
Asian	18	18	100	55.56
Filipino	--	--	--	--
Hispanic or Latino	203	203	100	26.6
White	19	19	100	42.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	179	100	26.26
English Learners	136	136	100	26.47
Students with Disabilities	36	36	100	8.33
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	21.2	26.3	39.4

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)

Nelson students, staff and parents work as a team to strive for academic excellence. Our parent community is involved in advisory and decision making positions through participation in the School Site Council, the English Learner Advisory Committee, monthly coffees with the principal, and the Parent-Teacher Organization (PTO). Our PTO president, Andrea Lewis can be reached at (714) 730-7536. PTO meetings provide opportunities for parent training. Parents volunteer their time and talents in the classrooms as tutors and assist teachers and office staff with a myriad of responsibilities. Parents are encouraged to attend Literacy Night, Math Night, Astronomy Night and Science Night. Nelson also offers parenting classes in English and Spanish through the Padres en Accion, a program that engages parents as active volunteers and advocates in their children's lives providing a direct impact in the attitudes and behaviors of their children. Our school Padres en Accion representative is Deborah Carranza. She can be reached at (714) 262-3240.

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	0.6	0.4	0.8	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 11/5/18

Date Updated and Approved by SSC: 11/5/18

Date Discussed by Staff: 8/13/18

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives. Key elements of the School Safety Plan include the reorganization and labeling of the safety shed items, use of Assessment of Lagging Skills and Unsolved Problems (ALSUP) to provide better supports and reduce the number of referrals and reduce the number of tardies.

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+
K	18	6	2		22	2	3		21	2	2	
1	24		3		24		3		24		3	
2	30		3		23		3		23		3	
3	32		3		28		3		31		2	
4	27	1	1	2	31		3		31		3	
5	27	1	2	1	28	1		3	26	1	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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.49375	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)	1	N/A
Other	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,262	\$1,480	\$6,782	\$90,958
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	8.7	5.8
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-4.9	11.9

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)

Direct school site expenditures covered basic expenditures for teachers, instructional supplies, textbooks, school site administrators, and clerical staff. School expenditures were augmented by various categorical funding sources. This amount covered supplemental reading, math, science and social studies materials, manipulatives, computers, software, and staff development. Expenditures in categorical funds include:

- Title I - Supplemental personnel to provide small group instruction to at-risk students. Supplemental instructional materials including technology for at-risk students. Professional Development, staff book study and substitute days foster improved first instruction practices.
- LCFF-ELL - Supplemental materials, including technology, and staff to address the needs of at-risk students, socioeconomically-disadvantaged students, and English learners.
- Lottery - These funds are used to purchase instructional materials for the classroom.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 SBAC targets for reading, writing, and math and current Running Record and ELPAC data are used to guide ongoing teachers professional development for Balanced Literacy to provide Common Core Standards implementation with technology. Both primary and upper-grade teachers receive 1:1 coaching led by master teachers from Momentum in Teaching. A Connect Coach provides weekly classroom mentoring to fellows or grade levels and supports all staff in the implementation of training. Math Lab Days opportunities are provided three times during the school year. Nelson is a banking minutes school, so most professional development occurs on early release Wednesdays. Our MTSS teacher and paraprofessionals attend professional development led by a District TOSA which includes training in administering reading records and the implementation of Leveled Literacy Intervention kits. We have two new teachers receiving support through a District induction process that includes guidance from a grade-level colleague. The school curriculum team meets monthly to discuss school-wide timelines, data, and systems to support student learning. Teachers are supported during the implementation of instructional technology and Common Core Standards with ongoing collaboration, administrative guidance and resources. The primary focus areas include Reading and Writing Workshop and Designated ELD as determined by ELPAC data, running records and SBAC performance indicators. For 2016-17 and 2017-18 school years, the school-wide professional development focus was Reading and Writing Workshop. In 2018-19 the focus in TUSD is mathematical practices.