Tustin Ranch 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	Tustin Ranch Elementary School
Street	12950 Robinson Drive
City, State, Zip	Tustin
Phone Number	714-730-7580
Principal	Kathi Denny
E-mail Address	kdenny@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/tustin-ranch
CDS Code	30-73643-6113054

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)

The mission statement at TRE sets the tone for high academic standards for student achievement in a 21st Century learning environment. As the district introduced the Common Core State Standards (CCSS), TRE staff turned into trailblazers as we identified the need to shift our teaching practices to meet the rigor and high expectations of the new standards. With the use of technology as an additional instructional tool, teachers provide strong instructional practices. Our staff strengthens their instructional practices through powerful professional development and learning in a culture where teachers utilize a growth mindset to seek current research-based best practices. Teachers collaborate weekly to develop interactive approaches to teaching that invite students in a technology-enhanced learning environment. Our core belief is that all students can and will succeed. Teachers and parents work together in a collaborative culture to provide enrichment opportunities to support academics. TRE staff provides differentiated instruction within a caring and supportive campus climate with flexible learning spaces and integrated technology.

TRE is proud to be named an OC Tech Alliance Innovation School, a two-time CA State Gold Standard PBIS school, and two-time CA Gold Ribbon School. The top curricular goals for TRE are:
1. Provide a rigorous and challenging curriculum in English Language Arts and Mathematics through engaging strategies and technology integration
2. Provide instruction and intervention for students in Wellness and Social Skills to maintain and refine a strong positive school culture.

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

Grade Level	Number of Students
Kindergarten	121
Grade 1	82
Grade 2	82
Grade 3	98
Grade 4	123
Grade 5	113
Total Enrollment	619

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.0
Asian	18.3
Filipino	2.9
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.2
White	25.0
Socioeconomically Disadvantaged	29.7
English Learners	8.9
Students with Disabilities	6.9
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	23	23	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	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. Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.	Yes	0%
Mathematics	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	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%
History-Social Science	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. Supplemental Textbooks and Materials	Yes	0%
Health	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.	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.

Tustin Ranch Elementary School was built in 1995. The school site accommodates over 680 students. The TUSD maintenance and grounds personnel maintain our facility and grounds with care. Our school library currently has over 10,000 books. There is an adjacent Sports Park, which provides additional areas for Physical Education, surrounds the playground and is utilized for other school related events. Our award winning facility is a model for technology with over 145 devices in classrooms, hallways, and in the creativity lab. We are also very proud to have Smart Boards, voice amplification systems, and document cameras in every classroom throughout the school. We are proud of our state of the art facility.

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: 11/14/18		
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: 11/14/18	
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)	52.0	59.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	54.0	57.0	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	343	341	99.42	58.65
Male	178	178	100.00	53.93
Female	165	163	98.79	63.80
Black or African American	24	24	100.00	37.50
Asian	64	64	100.00	73.44
Filipino	11	11	100.00	81.82
Hispanic or Latino	127	125	98.43	53.60
White	86	86	100.00	66.28
Two or More Races	21	21	100.00	38.10
Socioeconomically Disadvantaged	96	94	97.92	43.62
English Learners	54	53	98.15	56.60
Students with Disabilities	29	29	100.00	34.48
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	343	341	99.42	57.18
Male	178	178	100	58.99
Female	165	163	98.79	55.21
Black or African American	24	24	100	37.5
Asian	64	64	100	84.38
Filipino	11	11	100	81.82
Hispanic or Latino	127	125	98.43	44
White	86	86	100	66.28
Two or More Races	21	21	100	38.1
Socioeconomically Disadvantaged	96	94	97.92	40.43
English Learners	54	53	98.15	58.49
Students with Disabilities	29	29	100	34.48
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	17.1	25.6	47.0

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.

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)

There are many opportunities for our parents to become involved in the school. The staff is eager for this support and collaboration because parent involvement supports student academic success. Each year, parents attend Back to School Night, two annual parent conferences, and Open House in the spring. Parents are encouraged to support their child at home academically. Additionally, we are fortunate to have many parents who provide support in the classrooms, working with students individually or in small group settings. Parents are encouraged to join in the school's "Paws for the Cause", our Parent Teacher Association (PTA) which works in close partnership with the school staff. The PTA also sponsors Family Nights throughout the school year to promote a very positive home-school partnership. This year, we provided parent education nights in the area of English Language Arts, Mathematics, Science, and Technology. Our School Site Council is composed of both community and staff members and meets regularly to monitor the School Improvement Plan and student achievement. For inquiries regarding joining the PTA or volunteering at the school, call the Office Manager, Sumitra Vittal at 714 730-7580.

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	0.5	0.5	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): 12/4/18
Date Updated and Approved by SSC: 12/4/18
Date Discussed with Staff: 8/9/18

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 school-wide 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. Monthly safety drills are held on campus while school is in session to practice and review procedures.

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	14	6			14	6			15	8	1	
1	28		3		24		3		24		3	
2	30		4		24		4		23		3	
3	28		5		31		3	1	28		4	
4	33		1	2	33		2	2	34			3
5	33		1	3	32		2	2	34			4

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)	.61875	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.7	N/A
Resource Specialist (non-teaching)	.2	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	$7,187	$896	$6,291	$93,571
District	N/A	N/A	$6,218	$85,850
Percent Difference: School Site and District	N/A	N/A	1.2	8.6
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-12.4	14.7

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)

Tustin Ranch Elementary School receives categorical funding from the Local Control Funding Formula (ELL). The school's School Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these categorical funds will support student learning. The majority of these funds is used for staff development through work with a Connect Coach and supplemental materials.

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)

2016-17: The teachers of Tustin Ranch implemented researched based teaching practices based on their on-going study of best practices for reading and writing strategies. Teachers worked to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student's writing skills and the TC Units of Study. Our teachers vigorously pursued professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer's Workshop again this year. Study group meeting sessions, as well as professional development staff meetings, were planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. This year Tustin Ranch partnered with Ladera and Nelson Elementary Schools in TUSD for EdCamp style professional development around self selected topics focused on writing. 95% of teachers attended the district summer institute. A District Connect Coach worked with grade level teams and 2 teachers chose one on one coaching to improve classroom instruction in writing.

2017-18: The teachers of Tustin Ranch continued to refine their teaching practices based on Teachers College Units of Study for Readers and Writers Workshop as well as Cognitively Guided Instruction. Our dedicated teachers engaged in collaborative planning weekly with the support of a Connect Instructional Coach. The principal provided staff development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior supports for inclusion students. We continued to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral reviews, discuss technology and coding curriculum and integration, as well as student behavior supports. Teachers participated in district-wide professional development online and in person throughout the school year. The school leadership team met monthly to discuss school-wide timelines, data, and systems to support student learning. Grade level teams worked with the district Connect Coach weekly to develop small group lessons for targeted instruction.

2018-19: The teachers of Tustin Ranch are implementing researched based teaching practices based on their on-going study of Cognitively Guided Instruction (CGI) in math. Teachers are working to refine their knowledge and implementation of reading and writing workshop strategies, providing a thorough writing curriculum that builds on student's reading and writing skills each year. Our teachers are actively engaged in professional development through study groups in research-based best practices such as Cognitive Guided Instruction in mathematics and Writer's Workshop. Our dedicated teachers engage in collaborative planning weekly with the support of an Instructional Coach. Study group meeting sessions, as well as principal led professional development staff meetings, are planned throughout the school year focused specifically on the utilization of Cognitively Guided Instruction (CGI) in math with the integration of technology. Many of our teachers attended the district summer institute to build on their knowledge of these practices. A District Instructional Coach and the Principal work side by side with grade level teams to review student data and plan curriculum to meet the needs of our learners. They also support 22 teachers one on one to improve classroom instruction.