

# Borrego Springs Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Borrego Springs Elementary School
<b>Street</b>	1315 Palm Canyon Drive
<b>City, State, Zip</b>	Borrego Springs, CA 92004
<b>Phone Number</b>	(760) 767-5333
<b>Principal</b>	Sherrilynn Polanco
<b>E-mail Address</b>	<a href="mailto:spolanco@bsusd.net">spolanco@bsusd.net</a>
<b>Web Site</b>	<a href="https://sites.google.com/a/bsusd.net/bses/">https://sites.google.com/a/bsusd.net/bses/</a>
<b>CDS Code</b>	37-67983-6037550

District Contact Information	
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Mark Stevens
E-mail Address	Mstevens@bsusd.net
Web Site	www.bsusd.net

### School Description and Mission Statement (School Year 2016-17)

Welcome to Borrego Springs Elementary School, a small country school with “big-city” programs. With only 200 students in grades Pre School-5 and 10 highly qualified teachers, we are able to offer small classes and individual student attention and support. Our programs reflect the diversity of our student population and the beauty and wonder of the Anza Borrego Desert that surrounds us. We strive to meet the individual needs of our students through the use of ongoing assessments, followed by small group instruction with appropriate interventions. We monitor our students' academic growth through the administration of MAP assessments (Measures of Academic Progress) 3 times a year. These results are used for RTI (Response to Intervention).

Our goal is that every child will be prepared to pursue a post-high school education. Staff shares a relentless focus on student achievement with no excuses on the part of teachers, students or parents. Our teachers participate in weekly collaboration and goal setting to modify instruction based on the results of assessments. Our character education program involves teaching the 6 Pillars of Character: Respect, Citizenship, Trustworthiness, Caring, Responsibility and Fairness.

Although small, we offer an amazing abundance of opportunities for our students. These include:

Music Teacher

Art Teacher

Computer Lab

Library

After School Program from 3–6:00 PM, offering a healthy snack, homework help and a variety of classes, including Photography, Dance, Tennis, Art and Soccer.

4th grade Junior Ranger and Ranger Ride-Along programs in partnership with the Anza-Borrego Desert State Park

Student programs & field trips to the County Library, Borrego Springs Performing Arts Center, Borrego Art Institute and Anza-Borrego Desert State Park

GATE afterschool science class in the upper grades in collaboration with Anza Borrego Desert Natural History Association

Jump Rope for Heart (in partnership with the American Heart Association)

Accelerated Reader program for independent reading practice

Monthly assemblies for student recognition

EAR (Everyone a Reader) tutoring

5th Grade Camp program

Running Club

Breakfast with Santa

School garden for nutrition and hands-on learning

Our Vision/Mission:

By working together through respectful, open communication. Borrego Springs Elementary School promotes educational excellence so students, parents, teachers, staff and community become responsible, self-directed learners. Trabajando juntos con comunicacion respetuosa y abierta la escuela primaria de Borrego Springs promueve la excelencia educacional para que los alumnos, los padres, los maestros y la comunidad sean estudiantes responsables y auto-dirigidos.

- Sherrilynn Polanco, Principal

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	33
Grade 1	30
Grade 2	22
Grade 3	27
Grade 4	32
Grade 5	37
<b>Total Enrollment</b>	<b>181</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0.6
Filipino	0
Hispanic or Latino	82.3
Native Hawaiian or Pacific Islander	0
White	14.4
Two or More Races	2.2
Socioeconomically Disadvantaged	90.6
English Learners	66.9
Students with Disabilities	12.2
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	11	10	9.5	24
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	87.1	12.9
High-Poverty Schools in District	87.0	13.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/2016

All textbooks and instructional materials used within the Borrego Springs Unified School District are aligned with the California State Standards and Frameworks and have been selected from the state's most recent list of standards-based materials (with the exception of the most recent ELA/ELD adoption which we are piloting and will adopt for the upcoming school year). The district follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing in September, 2016 and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the state of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. The library is regularly stocked with books in English and Spanish.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2002 (Currently piloting and soon to be adopting new ELA/ELD materials for the 2017-18 school year)	No	0
Mathematics	Pearson EnVision - 2015	Yes	0
Science	McGraw-Hill 2003	Yes	0
History-Social Science	Pearson/Scott Foresman 2006	Yes	0
Foreign Language	n/a	Yes	0
Health	n/a	Yes	0
Visual and Performing Arts	n/a	Yes	0
Science Laboratory Equipment (grades 9-12)	n/a	Yes	0

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

Borrego Springs Elementary School was built in 1958, is situated on 12 acres and spans 36,720 square feet. School facilities include a library, multipurpose room, a computer lab, administrative offices, a school garden and 14 classrooms situated in an attractive, park-like setting. The facility strongly supports teaching and learning through its ample classroom and playground space.

Date of most recent inspection: 9/15/16

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/15/16				
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			Hole in wall, ceiling tiles missing and light out. Repairs completed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Daisy chained computers, circuit panel blocked, light covers missing. Scheduled for repair during 2016-17.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Leaking drinking fountain. Repairs completed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sidewalk trip hazard, Fence panel loose, Backstop post missing. Scheduled for repair during 2016-17.

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

Year and month of the most recent FIT report: 9/15/16				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	42	45	39	44	48
Mathematics	28	37	30	17	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	28	27	96.4	63.0
	4	35	34	97.1	32.4
	5	39	39	100.0	35.9
Male	3	13	13	100.0	69.2
	4	13	13	100.0	23.1
	5	11	11	100.0	36.4
Female	3	15	14	93.3	57.1
	4	22	21	95.5	38.1
	5	28	28	100.0	35.7
Black or African American	3	--	--	--	--
Hispanic or Latino	3	18	17	94.4	47.1
	4	32	31	96.9	32.3
	5	29	29	100.0	31.0
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	23	22	95.7	54.5
	4	32	31	96.9	29.0
	5	34	34	100.0	29.4
English Learners	3	13	12	92.3	41.7
	4	25	25	100.0	20.0
	5	19	19	100.0	10.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	28	28	100.0	64.3
	4	35	34	97.1	35.3
	5	39	39	100.0	17.9
Male	3	13	13	100.0	84.6
	4	13	13	100.0	38.5
	5	11	11	100.0	27.3
Female	3	15	15	100.0	46.7
	4	22	21	95.5	33.3
	5	28	28	100.0	14.3
Black or African American	3	--	--	--	--
Hispanic or Latino	3	18	18	100.0	55.6
	4	32	31	96.9	35.5
	5	29	29	100.0	13.8
White	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	23	23	100.0	60.9
	4	32	31	96.9	35.5
	5	34	34	100.0	14.7
English Learners	3	13	13	100.0	46.1
	4	25	25	100.0	28.0
	5	19	19	100.0	5.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	67	64	39	56	47	32	60	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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	39	38	97.4	39.5
Male	11	11	100.0	36.4
Female	28	27	96.4	40.7
Hispanic or Latino	29	29	100.0	24.1
Socioeconomically Disadvantaged	34	33	97.1	33.3
English Learners	19	18	94.7	11.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	17.9	2.6

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 Parental Involvement State Priority (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 2016-17)**

We welcome and encourage parent participation and involvement! There are many opportunities such as our Site Council and DELAC (District English Language Advisory Committee). Meeting times will be announced in our monthly Newsletter or on our Facebook page/website. Our tutorial program, EAR (Everyone a Reader) continues to offer students repeated reading practice and support with our volunteers. Parents and community members are also invited to volunteer in classrooms. Feel free to call the office or contact your child's teacher if you wish to volunteer.

In addition, parents are invited to our activities throughout the year: Weekly Parent Coffee on Fridays, Monthly Assemblies, Field Trips, Parent Information Nites, Back to School Night, Fall & Spring Parent-Teacher Conferences and Open House.

All volunteers must fill out a "Permission to Volunteer" form from the school offices.

Contact Sherrilynn Polanco, BSES Principal, if you'd like to become more involved at the Elementary School.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.0	0.0	0.8	0.4	0.2	4.4	3.8	3.7
<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 2016-17)

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Students and staff have rehearsed routines for "shooter on campus" or as we call it "bees on campus". In such cases, staff and students know how to immediately return to the nearest classrooms for shelter.

The school evaluates the plan annually and updates the plan as needed. The plan was updated and reviewed with school staff in August 2013. A copy of the plan is available for public review at the school office.

## 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 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2007-2008	
<b>Year in Program Improvement*</b>	Year 5	
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	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>	20	1	1		20	2			20	2		
<b>1</b>	20	1			22		1		22		1	
<b>2</b>					26		1		25		1	
<b>3</b>	22	1	1		18	1			19	1		
<b>4</b>	26		2		24	1	1		22	1	1	
<b>5</b>	30		1		30		1		31		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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	200
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0.30	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9501	3233	6268	64231
District	N/A	N/A	10461	60930
Percent Difference: School Site and District	N/A	N/A	-40.1	5.4
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	10.4	5.8

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

### Types of Services Funded (Fiscal Year 2015-16)

For the 2015-16 school year, Borrego Springs Unified School District spent an average of \$15,107 to educate each student (based on 2015-16 audited financial statements). These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

Borrego Springs Unified School District receives additional state and federal funding for special programs. Many categorical programs were completely eliminated in 2013-14 due to the formation of the Local Control Funding Formula. For the 2015-16 school year, the district received approximately \$4,653 per student in federal and state aid for the following categorical and support programs:

- Special Education
- Interagency Contracts
- Home-to-School Transportation
- Instructional Materials
- Title I
- Title II
- Title III
- Title IV
- Child Nutrition
- After school education and safety (ASES)
- Preschool

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$40,430
Mid-Range Teacher Salary		\$58,909
Highest Teacher Salary		\$77,358
Average Principal Salary (Elementary)		\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)		\$100,453
Superintendent Salary		\$123,728
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	5%	6%

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 focus for Professional Learning at Borrego Springs Elementary is Formative Assessment. Professional learning opportunities are offered in two main pedagogical areas: providing frequent opportunities for student discourse (student talk) for teachers to collect evidence of student understanding, and then giving effective feedback to students so they can take ownership of their learning and increase their understanding. Teachers and staff also attend professional development in content areas, as needed. We selected Formative Assessment as our primary instructional focus because we aim to offer more than a year's growth for each year a student attends class here, and the use of Formative Assessment strategies is cited by John Hattie as having a much larger than average effect size.

Professional learning takes place every week during our Early Release time (students are dismissed 75 min early each Monday), our non-student PD work days, and our monthly Districtwide Minimum Days. We also offer release time for teachers to observe their peers, attend professional learning opportunities off-site, and to consult with coaches from the County Office of Education who work with us to improve our instructional program.