

California 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	California Elementary School
Street	1080 N. California Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6104
Principal	John Albert, Ed.D.
E-mail Address	jalbert@orangeusd.org
Web Site	https://www.orangeusd.org/california-elementary-school-k-5
CDS Code	30-66621-6029748

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities and the staff. Information about Orange Unified School District is also provided.

California Elementary School is one of twenty-seven (27) elementary schools in the Orange Unified School District. The school was built in April, 1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. We are on a modified Traditional schedule. Approximately 622 students are enrolled in grades Transitional Kindergarten through 5th as of 11/30/2018. We provide K-5 Inclusion classes. We offer a Spanish Dual Immersion program in grades Kindergarten through third grade.

Mission Statement:

California Elementary School, home of the ilnspire Academy, where technology and language flourish!

Vision Statement:

We are committed to ensuring all students creatively innovate with oral fluency, digital literacy, and have equitable access to 21st century technology to become leaders in a globally connected world.

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

Grade Level	Number of Students
Kindergarten	129
Grade 1	98
Grade 2	98
Grade 3	98
Grade 4	92
Grade 5	88
Total Enrollment	603

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.2
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.0
White	4.3
Socioeconomically Disadvantaged	89.2
English Learners	73.0
Students with Disabilities	10.0
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	25	25	25	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

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 11, 2018

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 16-18-19 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

California Elementary School is located at 1080 N. California Street, Orange, CA. The school was built in April, 1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. There are eight buildings that comprise 22 classrooms, two RSP/Intervention rooms, a faculty lounge, a Speech Center, a computer lab, a STEAM lab, library, the nurses office, the school psychologists/ Mental Health Counselor's office, a kitchen, and the main office. In addition, there are seven additional portable classrooms. The school is in good condition on the most current site inspection. There are currently no planned improvements to the 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: 7/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 2: Piant WIP 14: erosion on asphalt
Interior: Interior Surfaces	Fair	Girls R/R: 4: Paper towel dispenser rusted - Needs replacement Girls R/R: 4: Paper towel dispenser rusted - needs replacement Mechanical Room: 4: Wall needs repair Portable 26: 4: Needs paint 15: Door rubs on ramp, exterior needs paint; ramp need paint/repair Portable 27: 4: Needs paint; 15: Door rubs on ramp and ramp need paint/repair Portable 28 Storage: Appears to be a storage room 4: Carpet - dirty; ramp needs paint/repair Portable 30: 4: Vinyl wallboard dirty, scuffed and torn in a few places. - needs painting Room 2: Piant WIP 14: erosion on asphalt Room 3: Paint WIP 14: erosion on asphalt Storage Room: 4: Plaster repair/paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Lunch shelter/ benches: 5: Lunch benches are dirty
Electrical: Electrical	Good	Computer Lab: 7: electrical outlet cover missing K3: 7: Outlet cover missing 12: Skirting around portable needs repair
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Room 17 & 18 Library: 9: Drinking fountain does not work Room 5: Paint WIP 9: drinking fountain not working properly
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	K2: 12: Exterior stucco needs repair & paint K3: 7: Outlet cover missing 12: Skirting around portable needs repair Kitchen: 12: Outside stucco needs repair Room 1: Paint WIP Room 23: Paint WIP 13: Gutters rusted out and dirty
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	K1: 12: Exterior stucco needs repair & paint 14: Walkway dirty, asphalt trip hazard, outside wall dirty by door Portable 26: 4: Needs paint 15: Door rubs on ramp, exterior needs paint; ramp need paint/repair Portable 27: 4: Needs paint; 15: Door rubs on ramp and ramp need paint/repair

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/5/2018	
Overall Rating	Good

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)	32.0	41.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	24.0	40.0	43.0	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	281	279	99.29	40.86
Male	138	136	98.55	36.76
Female	143	143	100.00	44.76
Asian	--	--	--	--
Hispanic or Latino	272	272	100.00	40.44
White	--	--	--	--
Socioeconomically Disadvantaged	260	260	100.00	40.00
English Learners	249	249	100.00	39.76
Students with Disabilities	33	33	100.00	27.27
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	281	279	99.29	24.01
Male	138	136	98.55	28.68
Female	143	143	100	19.58
Asian	--	--	--	--
Hispanic or Latino	272	272	100	23.9
White	--	--	--	--
Socioeconomically Disadvantaged	260	260	100	23.85
English Learners	249	249	100	23.69
Students with Disabilities	33	33	100	12.12
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	25.5	19.1	19.1

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)

California Elementary School is extremely fortunate to have supportive parent and community commitment and involvement. Their dedication to the enhancement of the educational program for all students is greatly appreciated. Our parents volunteer their time and talents in the classrooms and on campus.

Parents help with book fairs, Red Ribbon Week activities, assists with vision/hearing screening, field trips and school pictures. Parents and interested community members serve on several site committees including: the School Site Council, the English Language Advisory Committee. Through active parental involvement, we have graciously received donations of school uniforms, clothes, books and other materials to enhance our educational program.

Due to several successful fundraisers, our parents participation helped to provide instructional study trips, school beautification projects, and programs in arts/science. Parents have a special section in our school library to check out books and are able to take computer classes on our campus.

We have an extensive Parent Involvement Plan that includes bi-monthly Parent Seminars with guest speakers, extended Parent Workshops, and parenting strategies series training. Our ELAC committee is extensively involved in our school.

We have a very active PTO that meet monthly and also coordinate family activities such as The Bubble Run, Movie Nights, Daddy Daughter Dance, Mother Son Game Night, STEAM Night, and many more.

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	0.0	0.5	0.6	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services, which provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at California Elementary School. California Elementary School has an extensive disaster preparedness plan. Playground supervision is provided by certificated staff and noon supervisors to ensure student safety. All gates are locked during the day and visitors report through the office to sign-in and receive a pass. Parent groups, as well as the school faculty and staff have opportunities to give feedback and input into updating the Safe School Plan annually to ensure everyone's safety and well being on the campus.

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	27		5		29		5		29		5	
1	30		3		28		3		27		3	
2	30		3		32		2	1	30		3	
3	26	1	3		30		3		32		3	
4	32		3		29		3		31		3	
5	23	1	3		28	1	3		25	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)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	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	\$5116.91	\$190.53	\$4926.38	\$72,577.34
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-23.6	-12.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-36.5	-10.7

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)

California Elementary School operated the following categorical programs for the 2017-2018 school year:

Title I
LCFF

Below are the Academic and Behavioral Interventions provided for students at California ES:

Academic Interventions:

California has an extensive Multi Tiered System of Support (MTSS). We have a block schedule with staggered intervention time that allows our Resource Specialist to push into grades K-3 to provide targeted Reading support. Students grade K-5 utilize one-to-one iPads to provide a customized learning pathway for all students. In addition, students in grades K-5 take their iPads to and from school with the purpose of extending the learning time and providing equitable access to technology. Students utilize Lexia Core 5, a research based software based Reading Intervention program, during the school day for 80 minutes a week and an additional 40 minutes a week as homework. Teachers utilize the data on a daily basis to provide targeted intervention to students. Our "Mind The Gap" data team consisting of the principal, Instructional Coach, Resource Specialist, and RSP teacher meet weekly to analyze the intervention data, shift resources as needed, follow up with teachers of struggling students, and determine immediate response to next levels on the MTSS. In addition to the Mind the Gap meetings and an established Student Study Team (SST) referral process, California holds two CAST meetings annually with all teachers to discuss students that have not responded to interventions and make referrals to SST meetings. From the SST process and direct Special Needs referrals, referrals are systematically made for Special Needs testing and conducted within legal timelines.

Behavioral Interventions:

California ES implements Positive Behavioral Intervention Systems (PBIS) school-wide and has completed all three levels of training through the Orange County Department of Education. In addition to clearly establish school-wide expectations we have a school-wide positive reinforcement system in place, a Check In Check Out (CICO) system for Tier Two students, customized Behavioral Intervention Plans (BIP) for general education students, and social skills classes for social pragmatics and a separate social skills class for aggressive behavior. We have a .2 Counselor that meets with students referred for Mental Health Services. In addition, our full time Community Liaison and our .2 Counselor provide parents with community resources to aid students in need of additional Mental Health Services.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	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)

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as CTIP (CREDENTIALING for Beginning Teachers), PAR (Peer Assessment and Review), Instructional Coach, staff meetings, conferences and school-based in-service meetings. CTIP, PAR, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

At California ES we implement Coaching cycles in which teachers receive training based on themes and instructional strategies focusing on school-wide best practices during pull out PD, Modified Wednesday PD, and/or virtual learning. Our Instructional coach meets with teachers the day after the training to reflect on the previous coaching cycle, reflect on the PD, and establish goals for the current cycle. Over the next coaching cycle, which lasts from 3-6 weeks, the Instructional Coach pushes into the classroom and models the strategies of the PD in the teachers' classes, comes back and implements the strategies alongside with the teacher, and visits again when the teacher demos the strategies independently with their students.

During the 2018-2019 school the focus of the Coaching Cycles is on providing differentiated small group Math Instruction utilizing a Blended Learning model.

We implement Modified Wednesdays in which we "bank" instructional minutes on Monday, Tuesday, Thursday, and Friday to release students earlier on Wednesday so teachers may expand their professional growth from 1:30 PM - 3:00 PM. Teachers are involved in site based professional learning one Wednesday a month, district based PD one Wednesday a month, Professional Learning Community meetings one Wednesday a month, and classroom preparation one Wednesday a month. The focus of the district Professional Learning is on integrating of the new ELA Wonders adoption. The focus of the site Professional Learning is on deepening Mathematical practices. The focus of Professional Learning Communities is on sharing best practices, analyzing student achievement data, developing best 1st instruction, and interventions.