

Prospect 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	Prospect Elementary School
Street	379 N. Virage Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6271
Principal	Sally Hughson
E-mail Address	shughson@orangeusd.org
Web Site	https://www.orangeusd.org/prospect-elementary-school
CDS Code	30-66621-6029912

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)

Prospect has maintained a literacy focus for the past several years. Our teachers are trained in increasing literacy and math skills for all students. Instruction is focused on meeting grade level standards as well as meeting the needs of individual students. Our goal is to increase students' scores both on local and state assessments as well as prepare them to be college and career ready through the implementation of the new state standards. Our vision statement: Prospect Elementary prepares students to be competitive and successful in the 21st Century by empowering students to use effective communication skills, collaborate respectfully, think critically, act creatively and demonstrate courage and depth of character when solving real world problems and challenges passionately.

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

Grade Level	Number of Students
Kindergarten	93
Grade 1	59
Grade 2	65
Grade 3	61
Grade 4	61
Grade 5	46
Grade 6	64
Total Enrollment	449

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	2.7
Filipino	1.1
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.4
White	7.8
Socioeconomically Disadvantaged	84.6
English Learners	55.7
Students with Disabilities	14.7
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	17	17	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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%
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)

The school was built in May 1966 on 13.6 acres of land. The school includes 7 permanent buildings. The school facilities and grounds are clean and monitored by our districts grounds crew, maintenance department and the school custodians. Restrooms are monitored regularly by custodial staff and cleaned daily. The school's enrollment ranges from 440-450 during the school year. Prospect Elementary's modernization project was completed in August of 2007. Each classroom was upgraded with technology which included LCD projectors, ELMO document cameras and computers. Classrooms also include built in cabinetry such as teaching walls, teacher desks, student computer stations and book cases. The roof, air conditioning and heating as well as flooring was replaced during the project. During the summer of 2011 our parking lot and lunch shelter, both main one and kindergarten, were modernized by using leftover modernization funds from the original modernization project. With the expansion of the parking lot, the softball field was relocated to the north field and reconstructed over on that side to be used by school district as well as the community.

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: 7/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	K2 and 52 Storage: 2: Exhaust fan in restroom not working 9: Drinking fountain needs adjustment
Interior: Interior Surfaces	Fair	A-13, A-14 Computer Lab & Library: 4: Stains on ceiling tiles in Library Boy's R/R next to Rm 36: 4: Exhaust grill needs cleaning, floor and wall tile grout dirty - needs deep

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		cleaning 8: Urinals won't flush 12: Archway wood between RR and Rm 63 has dry-rot Girl's R/R by Rm 31: 4: Exhaust grill needs cleaning, floor and wall tile grout dirty - needs deep cleaning Room 13: 4: Brick paint is dirty and scuffed, paint peeling on bricks at south door Room 23: 4: West door needs painting Room 25 Kitchen: 4: Walls dirty and scuffed adjacent to exterior door - need paint at serving window & entry door Room 31: 4: Formica countertop edge band is broken, loose and coming off at corner 7: Duplex outlet has tape over it by counter 9: Drinking fountain needs adjustment Room 43: 4: Paint chipped along door jamb at south entry Room 62: 4: Paint chipped on bricks along both door jambs; east door interior needs paint touch-up 9: Sink faucet causes pipes in wall to hammer (minor issue)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Room 31: 4: Formica countertop edge band is broken, loose and coming off at corner 7: Duplex outlet has tape over it by counter 9: Drinking fountain needs adjustment
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Boy's R/R by Room 22: 4: Floor and wall tile grout dirty - needs deep cleaning 8: Urinals not flushing Boy's R/R next to Rm 36: 4: Exhaust grill needs cleaning, floor and wall tile grout dirty - needs deep cleaning 8: Urinals won't flush 12: Archway wood between RR and Rm 63 has dry-rot K2 and 52 Storage: 2: Exhaust fan in restroom not working 9: Drinking fountain needs adjustment Room 31: 4: Formica countertop edge band is broken, loose and coming off at corner 7: Duplex outlet has tape over it by counter 9: Drinking fountain needs adjustment Room 32: 4: wall paint dirty, could use touchup (minor issue) 9: Drinking fountain needs adjustment Room 41: 9: Drinking fountain needs adjustment Room 42: 9: Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Boy's R/R next to Rm 36: 4: Exhaust grill needs cleaning, floor and wall tile grout dirty - needs deep cleaning 8: Urinals won't flush 12: Archway wood between RR and Rm 63 has dry-rot Janitor Closet Rm 26: 12: Archway wood has dry-rot over kitchen and janitor closet; support beams are rusting

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground East of Rm 62: 14: See Playsafe audit

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/18/2018	
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)	48.0	47.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	32.0	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	225	223	99.11	46.64
Male	114	114	100.00	43.86
Female	111	109	98.20	49.54
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	193	191	98.96	45.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	43.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	197	99.49	45.69
English Learners	141	139	98.58	43.17
Students with Disabilities	43	43	100.00	13.95
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	225	225	100	32
Male	114	114	100	38.6
Female	111	111	100	25.23
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	193	193	100	31.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	198	100	31.82
English Learners	141	141	100	29.08
Students with Disabilities	43	43	100	9.3
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	21.7	19.6	17.4

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)

Prospect depends on parents to be involved in the education of their children through volunteering in classrooms and participating in the School Site Council, English Language Advisory Committee (ELAC), and the Parent School Association. The PSA contributions go directly to instructional activities for the school; i.e. Red Ribbon Week (Say No to Drugs), I Love to Read Week, as well as field trips and educational assemblies. Our PSA in conjunction with our family involvement committee provide opportunities for parents and students to participate in engaging family involvement activities throughout the year.

Prospect Elementary School has a parent community that is supportive and dedicated to the programs at our school. Some of our parents volunteer their time throughout the year in the classroom, on field trips, support fundraisers and attend special school events. For additional information pertaining to organized opportunities for parental involvement, please contact the school office.

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	0.2	0.2	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. This office provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The contents of the School Safety Plan were reviewed and adopted by School Site Council on February 27, 2018 and encompass all areas of the school and its immediate surroundings. It includes procedures in case of an emergency, outline of safety strategies and interventions when dealing with situations which may arise on campus, involvement of the community and parents, and maintaining a safe and secure school site. It also ensures a positive learning environment through the implementation of Positive Behavior Intervention School wide (PBIS) where students' effort and behavior are recognized and rewarded frequently.

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	26		3		29		3		31		3	
1	30		1		30		2		29		2	
2	30		3		30		2		30		2	
3	22	1	1		29		2		23	1	2	
4	32		1	1	31		1		30		2	
5	33		1	1	34			2	33			1
6	22	1	2		27	1	1	1	26	1	1	1
Other					10	1						

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	.6	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)		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	\$4780.98	\$203.78	\$4577.20	\$59,197.74
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-30.8	-32.4
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-43.5	-30.8

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)

Programs available with the use of Categorical Budgets are: full time Resource Teacher who works with students who need additional assistance in reading/language arts and math in small groups. Students also have the opportunity to attend before and after school tutoring for support in Language Arts or Math. Two part time Community Liaisons are also funded out of the categorical budget to provide support to the staff, students and the parents. Lexia, reading program that supports foundation reading skills and reading comprehension program is provided for all TK- 6th graders and special education students for support in building grade level reading skills.

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)

Ongoing professional development is provided to the teaching staff during our twice monthly Professional Development Wednesdays. Content of these professional development days have included, Common Core State Standards, Thinking Maps, Write From the Beginning and Beyond, Daily 5, Response to Intervention, DiBELS, AVID strategies, Rigor in Math, Guided Reading, early literacy, technology, support and strategies for English Learners, and data analysis.

During after school Professional Learning Communities meetings, grade level teams review data to determine the efficacy of their teaching methods, review student academic progress in relation to the new state content standards, as well as work on building a collaborative culture so that their meetings are effective and productive with positive outcomes for our students.

In addition, on going support is provided to the staff through the support of a full time instructional specialist that provides in class demonstrations, co-teaching, leading staff development at staff meetings on content and effective teachings strategies, reporting of student data, providing after school in services and participating in Professional Learning Community meetings.