

Rucker Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rucker Elementary School
Street	325 Santa Clara Avenue
City, State, Zip	Gilroy, CA 95020
Phone Number	(669) 205-4800
Principal	Jean Wells-Southland
Email Address	jean.wells-southland@gilroyunified.org
Website	https://rucker.gilroyunified.org/
County-District-School (CDS) Code	43-69484-6047336

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Rucker Elementary School has a long tradition of providing a learning environment that is nurturing, community centered and dedicated to supporting students to reach their highest potential. The teachers and support personnel at Rucker are skilled professionals who are passionate about their work. They ensure that their classroom environments celebrate the diversity within our school and promote high expectations for learning in a caring and joyful manner. As the oldest school in Gilroy, established in 189, Rucker is rich with traditions that continue to this day.

Students in all of our classrooms have regular access to technology, enabling them to develop the 21st century skills that are required for them to be successful today and in the future. They have Chromebooks or iPads in classrooms that support content learning, allowing for project-based learning and collaboration with peers within their grade-levels. Teachers utilize online content that provides real-time data to allow them to make more efficient instructional decisions, target skills and differentiate the learning for our students. Rucker students also have access to quality before- and after-school tutoring and intervention, as well as our after-school Power School program.

Our school is one of the Sobrato Early Academic Language (SEAL) model schools within the district. SEAL is a learning model that promotes intensive language and literacy education for all learners and targets the oral language needs of our English learners. Teachers receive high-quality, intensive professional development and access to a dedicated SEAL coach to support them and their classrooms. Instructional units are built around the Next Generation Science Standards and new social studies framework. We are now entering our 4th year of SEAL implementation with all teachers and classrooms in grades K-3. In the 2019-2020 school year our 4th and 5th grade teachers will receive training in GLAD strategies which provides students access to similar strategies for engagement and English language development. Gilroy Unified School District's Gifted and Talented Education (GATE) self-contained program for grades 3-5 is also located on our campus, as well as, two special day classes that serve students in grades K-5.

School Mission Statement

Rucker Elementary School provides an engaging learning environment that supports students to perform at their highest potential. We strive to deliver instruction that nurtures the whole child and meets the diverse needs of our learners through standards-aligned, developmentally appropriate and culturally responsive methods.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	74
Grade 1	100
Grade 2	74
Grade 3	115
Grade 4	112
Grade 5	102
Total Enrollment	577

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.5
Asian	3.5
Filipino	1.9
Hispanic or Latino	66.4
White	21.1
Two or More Races	4.5
Socioeconomically Disadvantaged	59.4
English Learners	32.8
Students with Disabilities	13.9
Foster Youth	0.3
Homeless	2.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	24	467
Without Full Credential	3	1	1	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

Textbooks are chosen from lists that State education officials have approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 3, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced/Benchmark 2017 Treasures, Macmillan/McGraw-Hill (English language development) 2009 Tesoros de lectura, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion) 2009	Yes	0%
Mathematics	Go Math!, Harcourt 2016	Yes	0%
Science	California Science, Harcourt (K-5) 2007	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006 Reflections, Harcourt (4-5) 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rucker is one of the oldest schools in Santa Clara County. Our campus is located in a rural neighborhood about 3 miles north of downtown Gilroy. Our campus benefited from a modernization project in the 2014-15 school year and refurbishment of some of our classrooms in the 2015-16 school year. Our school recently upgraded our internet capacity so that we have wireless access in all classrooms and throughout the school. We have maintained our older classrooms. Our campus has 28 classrooms, and 14 of these classrooms are portables. We also have a computer lab, a STEAM lab, SEAL training room, a multi-use room (with stage and theatrical lighting), a library, two playgrounds (one for kindergarten and one for other grades) and two grass fields (one for kindergarten and one for upper grades). The school is well maintained and cleaned on a daily basis by two custodians (one day shift, one night shift). A facilities repair process is in place to request and track needed maintenance. All of our classrooms are connected to the internet, and every teacher has a laptop computer for use with the Mobi, LCD projector and ELMO. Our classrooms in grades 3-5 are 1:1 for access to Chromebooks on a daily basis. Students in grades K-2 are 2:1 with access to either Chromebooks or iPad on a daily basis. We have an on-site learning garden, which is in a constant state of improvement thanks to our Home and School volunteers. Students have access to eat indoors during inclement weather and outdoors when weather permits. Custodial staff ensures that eating areas for students are cleaned daily and that the school is cleaned. There is a system in place for work orders repairs and to plan for campus projects.

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

Year and month of the most recent FIT report: 11/18/2019

System Inspected	Rating	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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	45	49	50	50	50
Mathematics (grades 3-8 and 11)	47	48	42	43	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	322	97.58	2.42	45.03
Male	169	165	97.63	2.37	39.39
Female	161	157	97.52	2.48	50.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	94.44
Filipino	--	--	--	--	--
Hispanic or Latino	205	201	98.05	1.95	29.85
Native Hawaiian or Pacific Islander					
White	74	70	94.59	5.41	62.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	94.44
Socioeconomically Disadvantaged	198	194	97.98	2.02	23.71
English Learners	133	130	97.74	2.26	23.85
Students with Disabilities	59	55	93.22	6.78	18.18
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	324	98.18	1.82	48.46
Male	169	165	97.63	2.37	44.85
Female	161	159	98.76	1.24	52.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	94.44
Filipino	--	--	--	--	--
Hispanic or Latino	205	203	99.02	0.98	34.98
Native Hawaiian or Pacific Islander					
White	74	70	94.59	5.41	65.71
Two or More Races	18	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	198	195	98.48	1.52	28.21
English Learners	133	132	99.25	0.75	27.27
Students with Disabilities	59	55	93.22	6.78	18.18
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.4	20.4	29.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

At Rucker, we are fortunate to have involved families as part of our school community. They work collaboratively with staff to support our students. Their work allows students in each classroom to have opportunities for field trips, school programs and classroom supplies to enrich and extend learning experiences. Members of our ELAC committee have brought the Los Dichos program to our school, where they share a story and art project that promotes cultural awareness. There are a variety of ways that families and community members can be involved. There are formal committees, like the School Site Council (SSC), that provide stakeholder input on the Single Plan for Student Achievement (SPSA). The SSC consists of four parents and three staff members, a classified staff member and the principal. Our English Learner Advisory Committee (ELAC) meets monthly and addresses a number of topics: ELPAC achievement, input on the SPSA and LCAP goals that relate to our English learners, and to be better informed on how to support their children in the school and home settings. Los Dichos volunteers provide culturally responsive literature and arts connections in the classroom. The Rucker Home and School Club organizes school-based events and fundraising. Their efforts help to raise money to support enrichment opportunities like field trips, learning experiences in our school garden and a variety of activities for our students. Our classrooms and theater arts program also benefit from parent volunteers in and out of the classroom. To find additional ways to volunteer, visit our school website or contact Principal Jean Wells-Southland at (669) 205-4800. Parents may also email our Home and School Club at homeandschoolclubRucker@gmail.com.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.3	1.3	1.6	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We take the safety and emotional well-being of our students very seriously, and we continue to work together to promote a safe and caring environment. Rucker is enclosed with fencing, and all students are consistently supervised throughout the day. Rucker employs staff to monitor the school grounds for 30 minutes before the start of the school day, during lunch, and for 30 minutes after school in the parent pickup area. Staff and yard supervisors monitor students during all recesses and lunch breaks. All visitors are required to sign in at the main office and wear an identification badge while on campus. Student sign-out procedures are strictly enforced. The campus is locked during school hours to ensure all visitors enter the main office. Fire drills are held monthly, according to the district's mandated Emergency Drill Schedule. Earthquake and code-red drills are included in the drill schedule. The school works closely with the local Sheriff's department and Cal Fire to get feedback on ways to improve school safety. All staff members have received training in the use of epinephrine auto-injectors (such as EpiPens) and automated external defibrillators (AED) for both adults and children. A counseling referral system is in place for students who may be experiencing difficulty at school or home. We strive to ensure that our staff and students have a safe and orderly place to work and learn. The Gilroy Unified School District has adopted Character Counts! with the Six Pillars of Character as a citizenship and character-development program. We also use the Olweus anti-bullying prevention program district-wide. Positive Behavioral Interventions and Supports (PBIS) are in place to promote school safety that focuses on anti-bullying and conflict resolution. Rucker staff engages the whole school in promoting a safe and courteous school environment where respect for each other is expected. Our PBIS team holds monthly assemblies that feature a positive trait or theme for the month. Students are recognized for exhibiting positive behaviors at the assembly and daily within the classroom. The school safety plan was last reviewed, updated and discussed with the faculty and stakeholders in November of 2019.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		23		4		21	1	3	
1	27		3		26		3		24		4	
2	21		4		27		3		24		3	
3	28		4		26		4		27		4	
4	29		3		28		3		27		4	
5	27	1	3	1	25	1	4		29	1	1	2
Other**					12	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,625	\$1,679	\$4,947	\$87,268
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665
Percent Difference - School Site and State	N/A	N/A		

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 2018-19)

Rucker Elementary serves students in grades K - 5th grade. We have two self-contained special education classrooms and a self-contained 3-5 Gifted and Talented program. State and Federal funds are used to pay for our curricular materials, programs, technology, and positions such as a literacy facilitator, assessment para-educator and librarian. Expenditures are outlined in our school SPSA, which is aligned to our site and district LCAP goals. In school and after school enrichment programs are available to all students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The school site and district office work together to coordinate three full days of staff trainings, which allow for alignment of district initiatives and cross-school articulation. During the 2018-2019 school year, the district provided professional development to support our English language arts adoption, NGSS, Benchmark Advanced, and continued their support of SEAL through district and site release days. In 2019-2020, we will continue to support and deepen our SEAL instructional strategies. We will add a focus on grades 4-5 by providing training on GLAD strategies. District coaches will provide ongoing site-based support in the areas of early literacy and science. They will continue to support the implementation Benchmark Advance and Go Math. Teachers also have opportunities to participate in workshops held after school on topics such as technology, classroom management and English language arts (ELA). New teachers have the opportunity to participate in a district supported BTSA induction program. Site-based professional development occurs on a regular basis during the three staff meetings held each month. Staff is supported in their professional learning community work to look at student data, make instructional shifts and create action plans that target specific skills for specific students. Our site-based literacy coach facilitator provides ongoing support to teachers through 1:1 thought partnering, grade-level support and after-school workshops that target increasing student literacy. All professional development activities at the site level center on closing the achievement gap through culturally responsive and targeted instructional approaches.