Linda Vista 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	Linda Vista Elementary School
Street	100 Kirk Avenue
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-7800
Principal	Rigoberto Gomez
Email Address	ted.henderson@arusd.org
Website	www.arusd.org
County-District-School (CDS) Code	43693696046213

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arusd.org
Website	www.arusd.org

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

Linda Vista Elementary School is a Visual and Performing Arts School that partners with Joseph George Middle School. We believe that incorporating fine arts into the curriculum has had significant impact on the academic and social success of our students.

Linda Vista Vision Statement
Linda Vista Elementary is a safe, friendly school where teachers, staff and parents respect each other and work together to provide a challenging educational experience that supports all students through its integration of the visual and performing arts.

We need your continued support and encouragement to assist your child in attending school on a regular basis and arriving on time. Also, helping your child to be responsible for returning schoolwork will lead him/her in the right direction towards a rewarding school year. Your encouragement and praise will give your child the confidence to make wise decisions.
We are confident in our professional abilities and commitment to create an enriching learning experience for your child. We have a wonderful support staff that includes an administrative assistant, a school office assistant, cafeteria staff, custodians, bus drivers,health aide and a librarian to contribute to your child's successful school year.

If concerns should arise, please contact your child's teacher. Your school principal is also ready to assist if necessary. Your child's successful educational experience is our business. We look forward to a wonderful school year with you!

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	76
Grade 2	84
Grade 3	98
Grade 4	74
Grade 5	79
Total Enrollment	512

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	7
Filipino	5.1
Hispanic or Latino	80.1
Native Hawaiian or Pacific Islander	0.6
White	3.9
Two or More Races	2.3
Socioeconomically Disadvantaged	73.8
English Learners	38.7
Students with Disabilities	11.3
Foster Youth	0.8
Homeless	0.4

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	29	27	22	433
Without Full Credential	0	0	3	40
Teaching Outside Subject Area of Competence (with full credential)	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	1

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

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019-Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Linda Vista School was built in 1950. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Informational Technology installed a new public address system that includes a clock and bell component. The results of these renovations have improved our safety and have given us a more modern appearance. We have also improved the number of wireless hubs located throughout the campus. Our student have access to seven carts with 35 wireless laptops that arrived during the latter part of 2013 along with We have one cart for every three classrooms.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm:26-Carpet has Wrinkles. Rm: 27-Carpet has Wrinkles and Torn. Rm: 17A-Carpet has wrinkles. Rm: 19-Missing Ceiling Tiles. Rm: 19-Carpet has Wrinkles. Rm: 20-Water Stain on Ceiling Tiles. Rm: 21-Missing Ceiling Tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm: 11B-Outlet Need Cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm: 32-No Water on Faucet. Rm: 32-Faucet Missing Handle. Rm: 3-Loose Faucet.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm: 5-Broken Window. Rm: Playgrounds Kinder-Significant Cracks and Deterioration.
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)	48	41	41	40	50	50
Mathematics (grades 3-8 and 11)	46	37	33	33	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	249	240	96.39	3.61	40.83
Male	130	122	93.85	6.15	34.43
Female	119	118	99.16	0.84	47.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	70.59
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	199	195	97.99	2.01	35.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	8	72.73	27.27	37.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	181	176	97.24	2.76	37.50
English Learners	137	134	97.81	2.19	38.06
Students with Disabilities	29	28	96.55	3.45	10.71
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	249	241	96.79	3.21	36.93
Male	130	123	94.62	5.38	39.02
Female	119	118	99.16	0.84	34.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	72.22
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	199	195	97.99	2.01	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	8	72.73	27.27	37.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	181	177	97.79	2.21	33.90
English Learners	137	135	98.54	1.46	34.07
Students with Disabilities	29	28	96.55	3.45	7.14
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	23.5	12.3	6.2

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)

Linda Vista values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Linda Vista maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. The School Accountability Report Card is available on the district's website, as well as pertinent school information, including school data and school programs. This information is also available to parents in the Principal's Newsletter, which is written in different languages. Because parent and community participation is essential to student achievement, Linda Vista School provides a number of parent and community involvement opportunities.

To ensure that all parents are directly involved in their children's education, Linda Vista School parents are informed about upcoming events and activities through grade level newsletters, the Principal Eagle Newsletter, Parent Teacher Association (PTA), and text message updates.

The following resources for parents are in place:
- Parentcomputer literacy courses are conducted in Spanish and English at no charge.
- Student Success Team (SST) meets on an ongoing basis to support students.
- A monthly Principal/PTA coffee is held on the last day of the month for parents and community to discuss school successes, areas needing improvement, review of the school's academic and social goals, PTA events, and parent professional development classes.
- A parent volunteer handbook was developed with the assistance of the PTA. A room representative program ensures parent participation.
- A bilingual PTA Community Liaison provides two-way communication to Spanish-speaking parents regarding school programs and activities.
- Back-to-School Night in the fall helps parents understand the standards appropriate to their student's grade-level and the procedures used to evaluate their student's progress.
- Parent-teacher conferences are held in the fall and spring.
- For further information, please contact the school principal, Rigoberto Gomez at 408-928-7800.

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	0.8	0.9	0.9	2.8	3.8	2.2	3.6	3.5	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 2019-20)

To help ensure school safety, all visitors are required to check-in at the school office. In addition, the district provides extra yard duty supervisors. All yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well-supervised by staff before, during, and after school.

Safety programs for students include anti-bullying, drug awareness, personal safety, and personal growth.
The San Jose Police Department Community Liaison assists the school principal with families who have truancy and supervision issues. A Student Attendance Review Board (SARB) and a School Site Team are in place to reduce truancy. Linda Vista Visual and Performing Arts Anchor School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is reviewed and revised annually by the Linda Vista Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The revised plan was last approved in February 2015 and is currently being updated. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills (earthquake, fire, safety) are calendared and completed, and the results are shared with the staff.

The Linda Vista Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	4		19	2	3		17	4	2	
1	22		4		21	1	3		23		2	
2	18	3	2		21	1	4		25		4	
3	22		4		20	3	1		24		4	
4	33			2	30		3		33		1	1
5	30		3		36			2	29		3	
Other**									16	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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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	13,659.77	3,661.25	9,998.52	91,200.19
District	N/A	N/A	$1,148.34	$87,160.00
Percent Difference - School Site and District	N/A	N/A	158.8	4.5
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	28.5	9.8

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 2018-19)

Linda Vista School offers intervention programs in reading language arts and mathematics. The teachers identify students' achievement on the Smarter Balanced Assessment in math and English Language Arts for students in 3rd - 5th grade using the four performance levels (standard not met, standard nearly met, standard met, standard exceeded) and provide in-class and before/after school intervention classes that specifically address student needs. Professional staff development is provided in differentiated instructional strategies in reading language arts, math, and English Language Development.

The intervention programs, strategies, and personnel in place include: Before/afterschool classes in reading, language arts and mathematics in grades K-5 Saturday Academies for grades 2-5

Before/afterschool Homework Center in grades 1-5

Daily independent workshop time provides teachers the opportunity to work with individual and small groups of students for thirty to forty minutes using the Intervention Guides or the re-teach sections of BenchMark Advance.

Language Live! classes are provided to students in grades 3–5 who are reading two or more grade levels below in reading language arts

Flexible instructional grouping for English learners, Gifted and Talented Education (GATE) students, and under-performing students to allow for remediation and enrichment for a fifty minute block of time on a daily basis

Instructional materials are used to teach students test-taking strategies

Small group intervention classes are held for grades K-5 during choir two - four times a week

The following categorically funded services and personnel are utilized to help under-performing students meet state standards:

- A school-wide rewards system to recognize student achievement, effort, attitude, and good attendance BEST - (Building Effective Schools Together) behavior modification/recognition program
- Recess development program
- Think Together offers daily after-school homework center Intervention programs for students at-risk

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57,473	$45,741
Mid-Range Teacher Salary	$89,476	$81,840
Highest Teacher Salary	$106,470	$102,065
Average Principal Salary (Elementary)	$119,374	$129,221
Average Principal Salary (Middle)	$131,610	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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			

At Linda Vista School, school-wide staff development is promoted to maximize student learning in reading, language arts, and mathematics. Staff development activities are specifically aligned with the content standards, student assessment, and professional needs. A district academic liaison provides feedback and advice to the principal and vice principal. The professional development activities focused on standards-based instructional practices.

The administrators and teachers participated in State mandated principal leadership and teacher curriculum workshops. The staff received training on the use of multiple assessments to monitor academic achievement for all students in reading, language arts, and mathematics. The administration, two teachers, bilingual paraeducator, library assistant, and Special Education paraeducator received training on how to administer the CELDT and interpret results. Non-CLAD certificated teachers receive training to prepare for the Cross-Cultural Language Academic Development (CLAD) Test. Teachers and the principal received training on the Step-Up-to-Writing program. Teachers engaged in grade-level meetings that focused on standards-based instructional programs. New teachers received BTSA training. Funding is also available to support off-site conference attendance.