

John F. Kennedy Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	John F. Kennedy Elementary School
Street	19125 Schoolhouse Lane
City, State, Zip	Riverside, CA 92508-7147
Phone Number	(951) 789-7570
Principal	Lisa Gonzalez
Email Address	lmgonzalez@riversideunified.org
Website	http://www.rusdlink.org/Domain/23
County-District-School (CDS) Code	33-67215-6120075

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@riversideunified.org
Website	http://riversideunified.org/

School Description and Mission Statement (School Year 2020-2021)

John F. Kennedy Elementary School

Motto: Envision Excellence . . . Exceed Expectations!

Mission Statement

At John F. Kennedy Elementary, we believe that every student is unique and capable of learning to be college and career ready. We exist to educate, facilitate, and engage students to be responsible, self-motivated citizens who are readily capable of solving problems in the ever-changing 21st century.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	152
Grade 1	126
Grade 2	138
Grade 3	150
Grade 4	137
Grade 5	147
Grade 6	147
Total Enrollment	997

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.1
Asian	9.8
Filipino	2.2
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.2
White	32.2
Two or More Races	4.3
Socioeconomically Disadvantaged	40.9
English Learners	8.4
Students with Disabilities	4.3
Foster Youth	0.2
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	43	41	42	1811
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 10/01/20

The table displays information collected in 10/02/2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 / Maravillas (adopted 2019) McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) McGraw-Hill: WonderWorks (K-6 SDC & Intervention) (adopted 2019) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, TK-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) Structured English Supplement (RUSD created supplement) Project Moving Forward (Supplemental TK-2 Harrison, Jackson, Taft)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (2018)	Yes	0%
Science	Core Knowledge Foundation: Core Knowledge Science (Adams, Bryant, Franklin TK-6) McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Amplify Education, Inc.: Amplify Science 6 (adopted 2019) Mystery Science (Supplemental) TK-5 FOSS Science (Supplemental) K-5	Yes	0%
History-Social Science	Core Knowledge Foundation: Core Knowledge History/Geography (Adams, Bryant, Franklin TK-6) Harcourt: Reflections, K-6 / Reflexiones (DLI) (adopted 2006) Riverside History (Supplemental RUSD created grade 3 only) McGraw-Hill: Wonders, TK (RUSD created supplement as needed)	Yes	0%
Health	Sunburst Visual Media: Good Hygiene Grade 3 (adopted 2009) Sunburst Visual Media: Having a Positive Body Image Grade 4 (adopted 2009) Sunburst Visual Media: Looking Ahead About Boys/Girls Grade 5 (adopted 2009) Sunburst Visual Media: The New Me About Boys/Girls Grade 6 (adopted 2009)	Yes	N/A
Visual and Performing Arts	Alfred Publishing: Accent on Achievement (various Instruments) Grades 5-6		0%

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

School Facility Conditions and Planned Improvements

Year Constructed: 2001
Lot Size: 10 acres
24 Permanent Classrooms
22 Portable Classrooms (updated 10/23/2017)
1 Portable restroom
Resource/Psychologist Room
Speech and Language Room
Library/Multi-Purpose Room
Indoor and Outdoor Cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

J.F. Kennedy has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 392
Labor Hours = 1048.25
Assessed Value of Work = \$50333.3600

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/24/2020 - 11/24/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	<p>KENC-32 (Classroom): 4: (D) Hand sanitizer dispenser missing, empty or inoperable</p> <p>KENC-36 (Classroom): 4: (D) Hand sanitizer dispenser missing, empty or inoperable</p> <p>KENE-16 (Classroom): 4: Remove couch from campus</p> <p>Maximize Social Distancing and COVID signage Needed</p> <p>KENE-23 (Administration): 4: (D) Flooring has damage from cracks, tears, holes, or water damage</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	<p>KENA-102 (Administration): 7: Emergency light is on</p> <p>KENC-26 (Classroom): 4: Maximize Social Distancing and COVID signage Needed</p> <p>7: (D) Unauthorized personal appliances</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>KENB-100C (Restroom): 8: (D) Toilet/urinal/sink is not working</p> <p>KENB-100D (Restroom): 8: (D) Toilet/urinal/sink is not working</p>
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	64	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	58	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	35	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Contact Person Name: Melanie Dockett , PTA President Contact Person Phone Number: 951-789-7570

Parents are encouraged to be an active part of their child's learning experience. English Learner Advisory Committee (ELAC) meetings are held 7 times a year on Thursdays at 1:30-2:30. Parent Teacher Association (PTA) meetings are held on the third Tuesday of each month at 3:00 p.m. All parents are welcome to attend association meetings for PTA. Parent Advisory Committee (PAC) is held one time a month, usually on the third Thursday of the month. Once safety regulations allow teachers will invite and encourage volunteers in the classrooms. For the safety of our children, we maintain a closed campus. All visitors need to check- in at the school office. Communication with parents is given a high priority on our campus. There are many opportunities for parents to volunteer throughout the school year such as virtual parent nights and information will be communicated regarding District offered parent nights. Updates on progress toward standards are sent home every two weeks, and District progress reports are sent home for students who are in danger of failing during the middle of each trimester. Parents are encouraged to meet with teachers on an ongoing basis. Parents' ideas, observations, and suggestions are always appreciated. The parent involvement contact person at this school is Lisa Gonzalez, Principal and can be contacted at 951-789-7570.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	1.0	3.8	4.4	3.5	3.5
Expulsions	0.0	0.0	0.2	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.39	3.13	
Expulsions	0.00	0.18	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		6		22	1	6		22	1	6	
1	25		6		26		5		21	1	5	
2	25		5		25		6		27		5	1
3	23		6		23		6		25		6	
4	28		5		26	1	4		34			2
5	31		5		27	1	4	1	33		2	
6	29		5		31		4	1	33		2	
Other**	5	2			4	1			14	2	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6982.31	815.10	6167.21	100405.59
District	N/A	N/A	6736.52	\$95,171
Percent Difference - School Site and District	N/A	N/A	-8.8	5.4
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-22.7	18.9

Types of Services Funded (Fiscal Year 2019-2020)

John F. Kennedy Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$95,295 Local Control Funding Formula (LCFF): for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,521	\$50,029
Mid-Range Teacher Salary	\$87,788	\$77,680
Highest Teacher Salary	\$114,812	\$102,143
Average Principal Salary (Elementary)	\$134,972	\$128,526
Average Principal Salary (Middle)	\$141,981	\$133,574
Average Principal Salary (High)	\$153,027	\$147,006
Superintendent Salary	\$303,086	\$284,736
Percent of Budget for Teacher Salaries	37.0	33.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7

During the 18-19 School Year, teachers will receive ongoing support and training from staff developers and specialists in Language Arts, Mathematics and Technology. In addition, each teacher will have two half days for Language Arts and one day for Mathematics planning, collaborating and data analysis with their grade level. Technology trainings will be offered afterschool and during staff meetings.

During the 19-20 School Year, Transitional Kindergarten, Kindergarten, First grade and Second grade teachers will receive two in-service days for training in the new Language Arts curriculum, Wonders. In addition, all Transitional Kinder Teachers -Sixth grade will receive two training days for the writing curriculum. Teachers will receive voluntary after school technology trainings on site. Each teacher will have two half days to collaborate and meet for Language Arts planning, and two half days to plan for Mathematics. During this time they will plan, collaborate and analyze data for their grade level and current student performance. To continue monitoring and analyzing the student data for TK-6th grade students each teacher will meet with the principal and assistant principal to discuss the student data for their current classroom twice a year during the school day.

The focus this year will also remain on learning and understanding the Danielson Framework. There will be three staff meeting days dedicated to this process. Also, during staff meetings, there will be three meetings that The Guide 2.0 is reviewed, and focused on the new aspects of the document for all staff members. Team Leaders will participate in Site Leadership Team collaboration days three times throughout the year.

During the 20-21 School Year, all certificated employees will complete 5 Modules of professional development regarding health and safety measures and instructional supports during the COVID-19 pandemic. These modules are comprised of both required and choice-based courses. During staff meetings information will continue to be reviewed and shared to support instruction. Team meetings will be used to collaborate and expand on what has been learned..