

Mount Vernon 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	Mount Vernon Elementary School
Street	8350 Mount Vernon Street
City, State, Zip	Lemon Grove, CA 91945-3336
Phone Number	619-825-5613
Principal	Tomas Chavez
Email Address	tchavez@lemongrovesd.net
Website	https://mve.lemongrovesd.net/
County-District-School (CDS) Code	37682056038632

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
Website	https://www.lemongrovesd.net/

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

Mt. Vernon Elementary School is located in the city of Lemon Grove, a community adjacent to the city of San Diego in San Diego County. We have 400 active learners in grades Pre-K through 8th, coming from a diverse background of races, cultures, and languages. This diversity is a source of our vitality as we constantly strive to design a rich academic experience for each student. The pursuit of excellence is our vision. The attainment of this vision directly relates to the Mt. Vernon Elementary School's commitment to the school community to provide a quality education to all students.

The Mount Vernon School community is dedicated to developing inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our students become bilingual, multi-skilled, active, and compassionate lifelong learners who are prepared for success in all of their endeavors.

Our school instruction includes the Mount Vernon Dual Immersion Academy (DIA). It is a 50-50 model two-way bilingual program. Presently, there are dual immersion classrooms in grades K to 8th. We are committed to providing an academically challenging standards-based instructional program to ensure that students will become bilingual, bi-literate, and bicultural. Grade 8 students are afforded the opportunity to take the College Board Advanced Placement Spanish Language and Culture Exam.

The Mount Vernon school received authorization as an International Baccalaureate (IB) Primary Years Programme school. The IB programme focuses on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left our programmes.

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

Grade Level	Number of Students
Kindergarten	51
Grade 1	68
Grade 2	71
Grade 3	53
Grade 4	68
Grade 5	67
Grade 6	39
Grade 7	42
Grade 8	41
Total Enrollment	500

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

Student Group	Percent of Total Enrollment
Black or African American	10.8
American Indian or Alaska Native	0.6
Asian	2.8
Filipino	1.4
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	0.2
White	4.4
Two or More Races	4.8
Socioeconomically Disadvantaged	65.2
English Learners	26.2
Students with Disabilities	8.2
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	26	20	175
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: October 2020

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 13, 2020, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees certified as required by Education Code §60119 that for the 2020-21 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advanced/Adelante (2018) 7-8 Glencoe (2011)	Yes	0
Mathematics	K-8 Houghton-Mifflin Harcourt California "Go Math" (2014)	Yes	0
Science	K-5 Harcourt (2008) 6-8 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton-Mifflin (2007) 6 Glencoe (2007) 7-8 TCI (2019)	Yes	0

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

School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Maintenance, Operations and Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

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: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Classroom entrance doors need paint refresh. All classroom doors have been painted.
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 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)	42	N/A	46	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	35	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)	18	N/A	21	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)

Parents, extended family members, and community members are integral members of the Mt Vernon School community. Opportunities to become involved in school activities include: classroom volunteers, parent and family workshops, monthly leadership assemblies, book fairs, guest readers, and a host of other family friendly activities. While our school year looks very different this year due to being in distance learning, we are committed to involving our parents every step of the way.

In alignment with Local Control, parents are partners in the decision-making process and are involved in School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Local Control Accountability Plan/District Budget Advisory Committee sessions, Community Circle events and Coffee with the Principal. These various committees and collaboration activities allow families an opportunity to provide input about the school's initiatives, climate and Title I programs.

Mt Vernon staff works with the District Parent Liaison and site Parent Volunteer Coordinator to host and provide information on free workshops that support parents and families within our community. Understanding that working families need to be connected with school activities, Mt Vernon sends out regular newsletters, Infinite Campus messenger automatic calls and texts, as well as flyers. All Information shared with families is also posted on our school marquee and our school website, which can be accessed in several languages to meet the needs of our culturally diverse population. We also maintain communication with families via Class Dojo which allows us to communicate with individual families, classes and the whole school.

Please note that due to safety requirements during Covid19, most of these opportunities are online rather than in person.

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	2.1	3.1	2.2	3.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	.7	1.8	
Expulsions	0	0	

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)

Mount Vernon's Positive Climate Committee develops a school-wide common understanding of expectations and procedures to ensure the safety and well-being of everyone. The committee analyses student survey data on school climate as well as staff input in regards to discipline and safety.

Our 2019-2020 Comprehensive School Safety Plan was developed which includes policies, emergency and disaster procedures, analysis of school safety data, action plans to address safety, and school-to-home communication related to school safety. This plan was reviewed and updated with faculty at staff meetings on November 2019, December 2019, and January 2020. In addition, monthly fire and emergency drills foster student and staff awareness of the procedure and ensure everyone's safety. During disaster drills, we rehearse the process to be followed in an actual disaster, including triage, student release system, and search and rescue. Every effort is made at Mt Vernon School to ensure that we have a safe school environment. A copy of the School Safety Plan is kept at the school offices and the Lemon Grove School District office. The School Safety Plan is available for review by visiting either of the campuses offices.

In 2020-21, due to requirements in response to Covid-19, our school closed to in-person learning from August until present. Staff remained on campus and followed all County and State Covid safety requirements.

Our 2020-21 safety plan is currently under review and will be submitted to the board in March.

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	23	1	3		22		3		17	3		
1	18	1	3		27		3		23		3	
2	22	1	3		21		3		24		3	
3	18	1	4		24		3		27		2	
4	20	1	2		24		3		23		3	
5	24	1	2		22		2		33			2
6	23	2		2	29		2		20	2		

*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	0.7
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

*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	\$5,754	\$524	\$5,230	\$81,424
District	N/A	N/A	\$9,669	\$83,181
Percent Difference - School Site and District	N/A	N/A	-59.6	-2.1
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-38.8	1.1

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

Types of Services Funded (Fiscal Year 2019-2020)

In order to help our students succeed, our school offers a number of supports beyond regular classroom instruction. These supports are funded through a combination of federal and state funds that support students both during and beyond the school day. These activities include:

Reading supports for students K-8 that are not yet proficient

- Targeted small group reading intervention groups
- Instructional / Literacy Coach support for teachers
- RAZ Kids in English and Spanish

Language Development Support for English Learners

- English Learner Support through daily 30 minute small group ELD
- Weekly Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance
- Imagine Learning in English and Spanish

Math supports for students TK-8 that are not yet proficient

- Targeted small group math intervention groups
- I-Ready Math adaptable software for grades TK-8

Social-Emotional related services are provided by our School Social Worker. These services include:

- Restorative Practices
- Second Step Curriculum/Grades K-5
- Referrals for Outside Support and Services
- Student well-being groups
- Development and monitoring of student 504 Plans

GATE funds provide identified GATE students with special after school enrichment programs.

Specialized Academic Instruction and Speech Services are provided for students with Individualized Education Plans. This continuum of services includes a hybrid of both inclusion and resource room models.

The Extended Day Program provides recreational and instructional support opportunities for our students before and after school.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,201	\$50,574
Mid-Range Teacher Salary	\$77,752	\$76,649
Highest Teacher Salary	\$106,717	\$98,993
Average Principal Salary (Elementary)	\$121,977	\$125,150
Average Principal Salary (Middle)	\$124,478	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$220,469	\$193,925
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	4.0	6.0

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	38	50	68

Teacher and staff professional development is an integral component for our continuous growth. Mt Vernon staff is engaged in weekly one hour collaboration meetings, where teachers engage in lesson planning, data analysis and reflection to meet student needs. Additionally, our team participates in the district-provided AMP (art-music-PE) program which provides teachers additional weekly collaboration time. Much of this time has been used for training and implementation of the district's newly adopted Benchmark ELA and iReady Curriculums. Our site Instructional Leadership Team meets twice a month to guide our site's instructional practices and provide administration with solid feedback on additional support and training needed to improve student success. As such, our team has worked closely with the coaches from Math Solutions and iReady to increase student achievement and engagement in the area of mathematics, while continuing to increase their ELA knowledge and implementation with the support of the Benchmark coaches.

Our teachers also participated in multiple cycles of professional development at the district level. All grade levels participated in multiple rounds of Lesson Studies with a District English Language Arts Coach and Benchmark Curriculum Consultants, with a focus on lesson planning for small group instruction and differentiation. Along with our teachers, our Bilingual Instructional Assistants (BIAs) received training on the ELD components of the Benchmark Curriculum. In 2019-20 we partnered closely with Math Solutions in order to provide training on the Common Core Math Standards, with a focus on Number Talks, small group instruction, and designing engaging lessons. Additionally, our teachers received training on the implementation of iReady, with a focus on data review and individualized instruction.

*The on-site and district-wide staff development and continuous improvement sessions listed above include full and partial days. Beginning in 2020-21, Wednesdays have been reduced to minimum days for students district wide. We use Wednesday afternoons for district and site based ongoing professional development. With the safety requirements and response to Covid19, in 2020-21 all of professional development moved to an online format with a specific focus on improving distance learning and engagement for our students.