Laytonville Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Laytonville Elementary School
Street	150 Ramsey Rd.
City, State, Zip	Laytonville, CA 95454
Phone Number	707-984-6123
Principal	Lorre Stange
E-mail Address	lstange@mcn.org
Web Site	www.lusd.us
CDS Code	23-73916-6025308

District Contact Information	
District Name	Laytonville Unified School District
Phone Number	707-984-6414
Superintendent	Joan Potter
E-mail Address	lusd@mcn.org
Web Site	www.lusd.us

School Description and Mission Statement (School Year 2018-19)

Welcome to Laytonville Elementary School. Laytonville Elementary School is nestled in a small, rural valley located in northern Mendocino County, 157 miles north of San Francisco. The school is located 1/4 mile west of Highway 101 and is part of a rural school district that covers roughly 380 miles. Special programs within the school include Special Education, a Garden Program, School-wide Title 1, Peer Counseling, Indian Education, after school academic tutoring and enrichment activities, State Preschool Program and family support through the Family Resource Center. The student population reflects the population of the county and community, with a predominately Caucasian population of 55.04%, 11.76% of the students being Native American, 20.17% being Hispanic and 10.08% being Multi-Ethnic. 71% of the students participate in the Federal Free and Reduced Lunch Program.

The credentialed staff include 12 classroom teachers, 3 teachers with an intern credential, a Resource Specialist, an Intervention Teacher, a School Psychologist, and a Principal. Support personnel include: an Administrative Assistant, a Health Technician, 10 classroom paraprofessionals, 7 full or part time special education paraprofessionals, a Librarian, 2 custodians, a technology assistant, and a preschool director with 4 preschool assistants, food service director and a cook. The district is proud of the dedicated and experienced staff, the parent support and the continued improvement in student achievement. The school hosts after school care for kindergarten and preschool students and an ASES program for K-8 students for after school care until 6:00 p.m. each day. When able the school provides class size reduction to student in Kingergarten, first, second, and third grades. The school holds high standards for all of the students, both academically and behaviorally; teachers work together very collaboratively and creatively to provide a rich, challenging education program that addresses the diverse range of student strengths and needs.

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

Grade Level	Number of Students
Kindergarten	36
Grade 1	23
Grade 2	22
Grade 3	24
Grade 4	31
Grade 5	25
Grade 6	26
Grade 7	39
Grade 8	30
Total Enrollment	256

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	10.9
Asian	1.2
Filipino	0.4
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.0
White	55.9
Socioeconomically Disadvantaged	77.7
English Learners	8.2
Students with Disabilities	12.5
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	10	11	13	23
Without Full Credential	4	3	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 1/2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6:McGraw-Hill Wonders 7-8:McGraw-Hill Study Sync	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	K-5: McGraw-Hill My Math 6-8: McGraw-Hill California Math	Yes	0
Science	K-5: McMillan-McGraw-Hill California Science 6-8: KnowAtom: Adopted 2015 (Not adopted by the SBOE)	Yes	0
History-Social Science	K-5: Houghton Mifflin 6-8: Teachers' Curriculum Institute	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District works hard at maintaining the aging facility. The buildings require ongoing maintenance and repair. The facility is in good repair. Playground litter is picked up regularly. The staff has a keen eye for graffiti which is removed immediately. Monthly safety reports are completed by the site principal and forwarded to the Superintendent who also serves as the director of maintenance and transportation.

Age of Buildings:
The school has 14 classrooms, a multipurpose room with kitchen, a library/computer lab, counseling and speech services room and an administration building. The District offices are also housed on site. Four classrooms were torn down during the summer of 2016 for new construction. Four new classrooms, two new bathrooms and a custodial closet have been completed and classes started being held in the new rooms at the start of the 2018-19 school year. The multipurpose room and three of the classrooms were built in 1957. The kindergarten, administration building, two elementary classrooms and five middle school classrooms were built in 1987. Several re-locatable rooms including the library/computer lab, and four classrooms were added in 1995. Three classrooms will be demolished during the summer of 2019 for construction of one new classroom, custodial storage and adult bathrooms.

Maintenance and Repair:

District maintenance staff ensures that the repairs are completed in a timely manner. The work order process is understood by all employees and serves as an effective system for promoting efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	Replace stained ceiling tiles; add cover to LED light fixture

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Fair	Cover exposed wires; replaced daisy-chained power strips
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	Book cases need securing.
Structural: Structural Damage, Roofs	Good	Periodic roof leaks repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/18	
Overall Rating	**Good**

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2016-17	**2017-18**	**2016-17**	**2017-18**	**2016-17**	**2017-18**
English Language Arts/Literacy (grades 3-8 and 11)	22.0	27.0	28.0	32.0	48.0	50.0
Mathematics (grades 3-8 and 11)	19.0	23.0	24.0	26.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	168	93.85	27.38
Male	98	92	93.88	28.26
Female	81	76	93.83	26.32
American Indian or Alaska Native	18	17	94.44	0.00
Asian	--	--	--	--
Hispanic or Latino	32	31	96.88	22.58
White	98	93	94.90	37.63
Two or More Races	23	22	95.65	13.64
Socioeconomically Disadvantaged	137	128	93.43	21.09
English Learners	21	21	100.00	19.05
Students with Disabilities	21	15	71.43	26.67
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	166	92.74	23.03
Male	98	91	92.86	23.33
Female	81	75	92.59	22.67
American Indian or Alaska Native	18	16	88.89	0
Asian	--	--	--	--
Hispanic or Latino	32	31	96.88	9.68
White	98	92	93.88	34.07
Two or More Races	23	22	95.65	13.64
Socioeconomically Disadvantaged	137	126	91.97	19.2
English Learners	21	21	100	9.52
Students with Disabilities	21	15	71.43	35.71
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.0	19.0	28.6
7	53.8	17.9	17.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

The opportunities for community involvement within the school are many and varied. The following represent opportunities for residents to become involved with the district and in the schools.
1. Classroom Volunteer: Volunteer help is always encouraged and welcome in the schools. Parent volunteers often seem to drop as children advance through the grades, although the need for volunteers contiues for all grades. Interested parent and community members can contace Lorre Stange, Principal, at 984-6123 for further information.
1. 2.. School Site Council: The council serves as a primary vehicle for parent/community/staff dialogue. Their responsibilities are defined by state mandates. This advisory council ensures that the school's Single School Plan is being implemented and assesses periodically the effectiveness of each program. The site council meets on the first Wednesday of each month during the school year. Interested residents should contact the school principal, Lorre Stange at 984-6123.
2. Healthy Start: The Healthy Start Family Resource Center is in its 21st year of operation. The program is sustained through multiple funding sources and provides services to students, families and community members. Current projects are in the areas of access to health care, economic development, capacity building, community education, multi-agency coordination and partnership development. For more information contact the Family Resource Center at 984-8089.

3. Laytonville Unified School District Board Meetings: School Board meetings are always open to the public with agendas posted 72 hours in advance for regular board meetings. Meetings are generally held on the first Thursday of the month. Public input and attendance are encouraged. Contact the district office at 984-6414.
4. District Advisory Committee: This comittee is comprised of representatives from throughout the school district. The purpose of the committee is to advise the school board on various shared decision making topics such as the budget, school calendar and other school policies. Meetings are held once a month on the third Wednesday.
5. Wellness Committee: Meets on an as-needed basis to develop and promote district-wide health, nutrition and physical education activities. This committee serves as a subcommittee of the District Advisory Committee.
6. Book Fair and Family Nights.: Two book fairs are held each year; one in December and the other in April. Volunteers are always needed to help. Each year there are numerous outreach activities held for students and their parents; these include Family Math Night, Family Reading Night, a Winter Performance and a Spring Fling or Fall Fiesta. These events are enjoyed by all who attend.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.8	7.1	8.2	6.0	7.2	6.8	3.7	3.7	3.5
Expulsions	0.0	0.7	0.0	0.9	0.5	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Laytonville Elementary School Safety Plan is a document that strives to identify areas of improvement for school climate and school safety. Emergency Response Teams and resources have been identified. Quarterly safety meetings are held as part of the District Advisory Committee's responsibilities. In addition, the safety plan includes emergency preparation and procedures. All students participate in a physical education program that either meets or exceeds the required minutes of instruction. Multiple modules of the California Healthy Kids Survey are administered and the results are used to determine focus areas for health education. The elementary school has access to mental health care for students five days a week and works in conjunction with the local health center for health screenings and mental health needs. The district has implemented the Positive Behavior Intervention Support System to improve school climate. The elementary school teaches character education and a variety of bully prevention curriculums as well as recognizing students' acts of kindness with Kindness Coins.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	2015-16 Number of Classes 21-32	2015-16 Number of Classes 33+	2016-17 Avg. Class Size	2016-17 Number of Classes 1-20	2016-17 Number of Classes 21-32	2016-17 Number of Classes 33+	2017-18 Avg. Class Size	2017-18 Number of Classes 1-20	2017-18 Number of Classes 21-32	2017-18 Number of Classes 33+
K	22	1	1		21		2		21	1	1	
1	18	1			15	1			17	1		
2	22		1		19	1			22		1	
3	21		1		21		1		19	1		
4	12	1	1		20	1			22		1	
5	21	1	1		12	1	1		19	2		
6	26		7		17	3	7		25		8	
Other									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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.22	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	6677.39	1624.71	5052.68	55678.00
District	N/A	N/A	9975.74	$56,729
Percent Difference: School Site and District	N/A	N/A	-65.5	-1.9
State	N/A	N/A	$7,125	$63,590
Percent Difference: School Site and State	N/A	N/A	-34.0	-13.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The Laytonville Unified School District provides general education services, special education services and alternative education services to children in grades K-12. Library services, counseling, psychological services, child welfare and attendance services, services for English Language Learners, and remedial academic services are provided. Academic support and enrichment is provided through a comprehensive summer school program and the various after school programs.

Restricted Categorical Funds (2017-18):
The district receives Federal categorical funding that is legally restricted to the intended programs and purposes. The primary purpose of these funds is to provide supplemental support programs to assist all students to meet Federal, State and local performance standards and growth targets. The administrative team works collaboratively to maximize the impact the funds have on the educational programs that support student achievement.

TITLE I Part A, Basic Grants: $156,560
Purpose: to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.
Uses: Instructional materials, Professional Development, Salaries

TITLE II: $18,170
Purpose: Improve professional development of teachers and administrators
Uses: Staff Development, including substitute costs

Rural Education: $22,588
Purpose: To provide educational opportunities to students in rural low-income communities.
Uses: Instructional Support Materials

TITLE VI: Indian Education Grant $14,377
Purpose: To provide educational and cultural opportunities for American Indian students.
Uses: Salaries for liaison and event coordinators, materials for cultural events

STATE FUNDED PROGRAMS:
Local Control Funding Formula provides for funds for the majority of the programs offered at Laytonville Elementary School which include the general education program and its staff and materials, textbooks and supplemental materials in order to meet the goals of the district's Local Control Accountability Plan.

The Local Control Funding Formula Supplemental Concentration funds the ELL program, teacher retention and incentives, instructional materials, health technician, field trips, after school tutoring, summer school, class reduction, paraprofessionals, computer lab technician, social-emotional counselor, library open during lunch, increase in yard supervision.

After School Program: $71,662.50

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,896	$42,990
Mid-Range Teacher Salary	$73,916	$61,614
Highest Teacher Salary	$83,304	$85,083
Average Principal Salary (Elementary)	$98,560	$100,802
Average Principal Salary (Middle)	$0	$105,404
Average Principal Salary (High)	$92,882	$106,243
Superintendent Salary	$131,376	$132,653
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	9.0	6.0

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

Professional Development (Most Recent Three Years)

The principal is the instructional leader at Laytonville Elementary School. The district's academic curricula are aligned with the Common Core State Standards. Various state publications emphasizing research-based strategies are used as guidelines for creating curriculum that will help our students be prepared for the future. The Director for Curriculum and Instruction, from the Mendocino County Office of Education, supports staff on creating and implementing curriculum on an as needed basis. The staff regularly collaborates during weekly meetings devoted to discussing student progress, assessment, curriculum implementation and extracurricular programs. English Language Arts and Math intervention programs are being developed and implemented. Many classes include performance assessment and small cooperative group strategies as regular instructional strategies to teach the standards-based curriculum.

Laytonville Elementary School professional development focuses on strategies to assist all students in meeting or exceeding the Common Core State Standards, including integrating standards based curriculum, instructional practice, assessment and understanding the strengths and needs of the student population. The Professional Development Plan encourages that activities are based on the California Standards for the Teaching Profession. All staff are either CLAD certified or have participated in Specifically Designed Academic Instruction in English (SDAIE) methods where specific teaching strategies are used to meet the needs of English Language Learners. The district supports minimum days on Tuesdays during the school year. These days allow the staff to meet as teams to plan curriculum, discuss student achievement, revise assessments, discuss school safety and work on other necessary and essential components of the school program. The district staff development program continues to encourage teachers to participate in various professional development opportunities. Some of these may include:

1. Participation in professional development during the three paid teacher in-service training days;
2. Participation in Tuesday common planning time (1:30 dismissal)
3. Participation in Summer Institutes English Language Arts training and math, technology use, science and P.E.;
4. Participation in professional growth conferences with expenses and substitute costs covered by various categorical funds including Title II, Special Education, Title I and others.
5. Participation in academic and instructional strategies through county trainings.
6. Participation in Professional Learning Communities which includes discussion of student progress and developing strategies through staff collaboration.
7. Participation in Math coaching through the county office of education.
8. Participation in teaching strategy coaching through the county office of education.
9. Continued training and collaboration in Multi-tiered Systems of Support and Positive Behavior Intervention System.