

## Knights Ferry 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	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Dr. Janet Skulina
E-mail Address	jskulina@kfesd.org
Web Site	www.knightsferryesd.org
CDS Code	50-71142-6052609

<b>District Contact Information</b>	
<b>District Name</b>	Knights Ferry Elementary School District
<b>Phone Number</b>	(209) 881-3382
<b>Superintendent</b>	Dr. Janet Skulina
<b>E-mail Address</b>	jskulina@kfesd.org
<b>Web Site</b>	www.knightsferryesd.org

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

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**Vision Statement:**

Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

**Mission Statement:**

Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

- Implementing high standards of teaching and learning;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing well-rounded students who will make successful transitions throughout their lives.

Knights Ferry School

**Goals:**

Integrate place and community based instructional opportunities in all curricular areas

Emphasis on project based learning opportunities within the community and integrated with all curricular areas

Provide engaging STEAM activities connected to local issues

Student leadership and agency in their learning environment

Parent, community and District collaboration on instruction, programs and facilities

Parent involvement in the instructional program process

Provide high quality instruction through teacher driven professional development

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

Grade Level	Number of Students
Kindergarten	26
Grade 1	20
Grade 2	22
Grade 3	13
Grade 4	12
Grade 5	12
Grade 6	13
Grade 7	14
Grade 8	12
<b>Total Enrollment</b>	<b>144</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.7
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.0
White	77.1
Socioeconomically Disadvantaged	18.1
English Learners	6.3
Students with Disabilities	6.3
Foster Youth	1.4

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	5	3	3
Without Full Credential	1	1	4	4
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: 12-2017

The District elected to purchase supplemental math materials that are correctly aligned with Common Core State Standards. Current science supplemental materials are also aligned with the new Next Generation Science Standards. The District purchased CCSS aligned English Language Arts coursework in the Spring of 2016 for the 2017-2018 school year. Currently, social studies materials connected to CCSS are being piloted and new science materials are being examined in preparation for a pilot or trial of materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017-McGraw Hill Wonders K-6 2017-Amplify ELA 7-8	Yes	0%
Mathematics	2015: Bridges Math for grades K-5 and Engage New York / Eureka Math for grades 6-8	Yes	0%
Science	2007: Mc Dougal 2006: Glencoe Science 8th Focus on Physical Science 2006: Scott Foresman K-6 California Science 2006: Glencoe Science 7th Focus on Life ScienceLittell  Science is being strongly supplemented with the 2015 Environmental Education Initiative (EEI) science which is aligned with Next Generation Science Standards  Mystery Science is also being trailed and Studies Weekly Science is being examined for possible adoption in 2019-2020.	Yes	0%
History-Social Science	Trial and pilot of Social Studies Weekly.	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. Three of the portables house classrooms. The fourth and oldest portable houses our library. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 11:00 am-6:30 pm. The buildings are in good repair and no structural work is required. New tanbark and a complete renovation of the footing on the lower playground was completed in August 2016. In July 2017, the upper playground received new footing and tanbark. New lighting was put in all the classrooms through the Prop 39 grant funding.

A complete fire inspection was conducted in the Spring of 2018 by the Stanislaus County Fire Marshall.

August 2018 a new sink was put in the middle school classroom connecting to the water heater in the cafeteria. The classroom was painted and new carpet and tile is scheduled for February 2019.

New blinds were placed in all portable classrooms and the MPR in 2018.

New drinking fountains were installed in August 2018 replacing old and rusty fountains.

New alarms and fire systems were also put in place in 2018.

The portable roofs and gutters received extensive cleaning and repair in December 2018 (2018-2019 school year). A brief inspection of portables showed they are in good condition structurally though the roofs needed minor maintenance and gutters needed cleaning.

**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: 5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system is inspected and serviced four times per year; a new heat pump was put on Portable 5 in 2018 completing Prop 39 work.
<b>Interior:</b> Interior Surfaces	Good	All building doors were painted by volunteers during the summer of 2017. The middle school classroom was painted in August 2018.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Two very large trees were trimmed in December 2018; weed and tree trimming near the road and on property was conducted in June 2018; gopher abatement is ongoing. Regular spraying for insect pests is provided by <i>Orkin Clark</i> .
<b>Electrical:</b> Electrical	Good	Some minor repairs and projects related to circuits and outdoor lighting were completed prior to Dec 2016. Parking lot lights were fixed in 2018. Some interior wiring was repaired in August 2018.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	New drinking fountains were installed in August 2018 replacing rusty-looking fountains. New tile was put on the walls and on the floor of the boys bathroom in the MPR after a new sink was placed in the middle school room.

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 5/2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	A completely new alarm system was put in the spring of 2018; a new company was chosen to provide fire and intruder safety. The Fire Marshall inspection was completed in the spring of 2018 and all required changes were made; changes needed were minimal such as MSDS sheets and inspection of the one sprinkler system.
<b>Structural:</b> Structural Damage, Roofs	Good	There is no structural damage to the buildings at this time; minor roof repairs are needed. The portable roofs were given routine maintenance in December 2018.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New tanbark was added to a reconstructed footing on the lower playground and on the upper playground in July 2017. New blinds are being placed in the MRP and all other classrooms. New "panic" or push-bar gates were added in three places on the fence and a privacy fence was put in place next to a neighboring residence (completed in the 2018-2019 school year but initiated in June 2017-2018).

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 5/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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)	47.0	43.0	47.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	46.0	57.0	46.0	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	76	70	92.11	42.86
Male	42	38	90.48	44.74
Female	34	32	94.12	40.63
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00	41.67
White	55	51	92.73	43.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	38.89
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	76	71	93.42	46.48
Male	42	39	92.86	53.85
Female	34	32	94.12	37.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100	41.67
White	55	52	94.55	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100	38.89
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	30.8	30.8	15.4
7	7.1	21.4	21.4

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)**

Knights Ferry School has a very active parent club. Contact Person Name: Co-Presidents Kim McCarthy, and/or Sonia Conde may be reached at (209)881-3382

The Knights Ferry Operations Team, a revised Community Partnership Committee, was reformed to review current projects relating to facilities, network infrastructure and technology and other community driven projects that require large financial output. Contact Janet Skulina, superintendent, for more information. Parent ideas and involvement on volunteer beautification and modernization projects is welcomed.

A School Site Council was formed to plan Title I expenditures for the 2018-2019 school year. This year KFS received \$15,000 in Federal funding for 2018-2019. There was no School Site Council in 2017-2018 or in the past previous four years.

Parents and community members assist with a variety of activities including our annual Halloween parade and talent shows. Parents also bring their special skills to the classroom and after-school clubs providing enrichment such as, Spanish language instruction, dairy production and art lessons. Parents regularly volunteer in the classrooms as well, assisting teachers with a variety of tasks. Our parent support is integral to the many enrichment activities including sports and field trips. Parents are welcomed and encouraged to participate at whatever level they are able.

**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	1.9	2.3	0.7	1.9	2.3	0.7	3.7	3.7	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 2018-19)

The comprehensive School Safety Plan includes: 1) a FEMA-recommended Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a Safety Committee-developed School Safety Plan. The School Safety Plan can be viewed at the school office or online at [www.knightsferryesd.org](http://www.knightsferryesd.org)

### School Discipline Practices:

Although this is a peaceful and safe environment for students both physically and emotionally, we continued Everyday Kindness to actively teach the value of kind acts and emphasize those and other positive acts and character traits over punishing negative behaviors. Trimester Kindness Assemblies are held to recognize students demonstrating consistent acts of kindness and a designated character trait. Kindness Shout Outs are given almost daily to individuals who are noticed doing kind acts or to those who are recognized for kindness by their peers. In addition, mentors are working on the campus to support children who are struggling socially or emotionally as well as to teach appropriate social skills. The mentors are also teaching weekly small group lessons in the middle school related to positive peer relationships.

Teachers all use positive behavior incentives to support student behavior and our suspension rate remains low with a total of 3 days of suspension for the 2017-2018 school year; given the increase in enrollment, the percentage of suspension has decreased.

Our School Safety Plan last reviewed by Mr. Ron Reid, Stanislaus County Sheriff's Office in February 2018 : October 2015-administration attended a School Safety Plan training; November 2017 Administration took FEMA online courses for certification including active shooter and ICS response. The current plan was approved in March 2018 and will be reviewed and revised for the current school year.

Active shooter drills were held in 2017-2018 both a hide and shelter in place and a scatter and hide drill with students outside campus. Stanislaus County Sheriffs advised on procedures for a drill when students are outside and also participated briefly on-site. After a real, unplanned but ultimately safe evacuation in early May 2018, procedures were discussed at length and tightened so that a complete evacuation plan is in place should the need arise to evacuate the campus again.

## 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			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			20	1			26		1	
1									20	1		
2	16	1			27		1		22		1	
4	11	6			13	5	1		25		1	
6	23		6		22		6		25		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		
Counselor (Social/Behavioral or Career Development)	.15	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non-teaching)	.20	N/A
Other		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			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,973.3	1982.97	9990.33	52,792.60
District	N/A	N/A	9990.33	\$50,158
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	52.0	-14.8

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 2017-18)**

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); Title II; Small Rural Schools Achievement Grant; and Special Education.

The District received a \$15,000 apportionment for Title I activities in the 2018-2019 school year.

State Funded Programs -- Lottery; Lottery Instructional; and Professional Development Block Grant.; the Educator Effectiveness fund for specific staff development for certificated staff only was utilized in 2015-16; 2016-17 for teacher and administrator professional development.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,812	\$44,375
Mid-Range Teacher Salary	\$53,910	\$65,926
Highest Teacher Salary	\$79,186	\$82,489
Average Principal Salary (Elementary)	\$0	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$99,910	\$121,894
Percent of Budget for Teacher Salaries	25.0	32.0
Percent of Budget for Administrative Salaries	9.0	7.0

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)**

Four days are dedicated to staff development. In addition to these days there are minimum days dedicated to staff development and / or teacher collaboration time.

Knights Ferry's hired three new teachers for the 18-19 school year and two additional part-time paraprofessional. The part-time paraprofessional supports increased student growth as well as our EL students. The other paraprofessional was hired with the Multi-Tiered System of Support grant funding.

All paraprofessionals are "highly qualified" as per the old NCLB standards. Collaboration days for teachers were added in the 16-17 school year and on those days, staff development was provided to the paraeducators in the areas of behavior modification and supporting social skills in students. Specific staff development funds will be targeted for teachers and the one administrator to continue to improve practice, particularly in the area of the Next Generation Science Standards for the 18-19 school year.

Teacher collaboration time continues to be a request by the teachers and supported by administration.

A contracted teacher-coach supports all new teachers on a regular basis with check ins, class observations and support.