

Knights Ferry Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Dr. Janet Skulina
Email Address	jskulina@kfesd.org
Website	www.knightsferryesd.org
County-District-School (CDS) Code	50-71142-6052609

Entity	Contact Information
District Name	Knights Ferry Elementary School District
Phone Number	(209) 881-3382
Superintendent	Dr. Janet Skulina
Email Address	jskulina@kfesd.org
Website	www.knightsferryesd.org

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 2018-19)

Grade Level	Number of Students
Kindergarten	23
Grade 1	20
Grade 2	22
Grade 3	22
Grade 4	14
Grade 5	11
Grade 6	13
Grade 7	15
Grade 8	13
Total Enrollment	153

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Filipino	0.7
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	1.3
White	75.2
Two or More Races	2.6
Socioeconomically Disadvantaged	22.9
English Learners	7.2
Students with Disabilities	5.9
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	3	3	3
Without Full Credential	1	4	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2019-20)

Year and month in which data were collected: 12-2019

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. CCSS aligned social studies curriculum was purchased and implemented in the 2019-2020 school year. Currently, science materials connected to NGSS are being piloted.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-McGraw Hill Wonders K-6 2017-Amplify ELA 7-8	Yes	0%
Mathematics	2019: Eureka / Engage NY math grades K-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 Mystery Science is also being trailed and Studies Weekly Science is being examined for possible adoption in 2019-2020. Pilots of NGSS science curriculum are taking place during the 2019-2020 school year.	No	0%
History-Social Science	2019 Teachers Curriculum Institute-social studies grades K-8	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 2019 and Fall of 2019 by the Stanislaus County Fire Marshall.

A complete facilities inspection was also conducted by our property and liability insurer CRSIG in June 2019.

All corrections as requested were made.

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.

Roof repairs were conducted on the main classroom building in 2019.

Repairs to the parking lot lights were made in 2019 and 2020.

New flooring was placed in the MPR in 2019 as well as new carpet in the middle school classroom in 2019.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 6/2019-school liability inspection

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: 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.
Interior: Interior Surfaces	Good	All building doors were painted by volunteers during the summer of 2017. The middle school classroom was painted in August 2018.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Two very large trees were trimmed in December 2018; drought damaged trees were removed in 2019; 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 Orkin.
Electrical: 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. The parking lot lights were repaired again in 2019.
Restrooms/Fountains: 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. New faucets to reduce leakage were placed in the bathrooms in 2019.
Safety: 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 the fall of 2019; all required changes were made; changes needed were minimal such as MSDS sheets and inspection of the one sprinkler system. In 2019, a monitor for the closed circuit campus TV's was placed in the office to be visible to office administration at all times.
Structural: 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. The large antennae was removed from the office/classroom building and minor roof repairs were conducted.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: 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). Repairs to the playground structure as required by the insurance liability report were made. New flooring was placed in the MRP and middle school classroom.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	51	43	51	50	50
Mathematics (grades 3-8 and 11)	46	52	46	52	38	39

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	88	94.62	5.38	51.14
Male	46	43	93.48	6.52	46.51
Female	47	45	95.74	4.26	55.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	53.33
Native Hawaiian or Pacific Islander					
White	65	63	96.92	3.08	46.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	45.45
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	89	95.70	4.30	51.69
Male	46	43	93.48	6.52	48.84
Female	47	46	97.87	2.13	54.35
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	46.67
Native Hawaiian or Pacific Islander					
White	65	64	98.46	1.54	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	36.36
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.3	16.7	50.0

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
7		46.7	33.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Knights Ferry School has a very active parent club. Contact Person Name: Brandy Mangante, president may be reached at (209)881-3382

Parents have been instrumental in creating, organizing and operating a very successful Agriculture Day in May 2019. The Parent Teacher Club continues to raise large amounts of money which are used to offset funding of high tech purchases such as interactive panels and Chromebooks as well as provide enrichment such as an art teacher, and all field trips.

A School Site Council was formed to plan Title I expenditures for the 2018-2019 and 2019-2020 school years. This year KFS received \$15,000 through Title I and another \$10,000 from Title IV. There was no School Site Council in 2017-2018 or in the past previous four years. School Site Council planned for the expenditure of federal dollars that provided academic and social emotional supplemental support.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.3	0.6	2.5	2.3	0.6	2.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 plan also includes an off-campus evacuation procedure. The School Safety Plan can be viewed at the school office or online at www.knightsferryesd.org

School Discipline Practices:

The Knights Ferry Elementary School District has made a commitment to the implementation of Positive Behavior Intervention and Supports and developed the first steps of this transformation in June 2019. Training with the Stanislaus County Office of Education began in August 2019. New, school-wide procedures were developed and implemented in all classrooms. We are in the first year of this system and are working towards creating a definition of all behaviors and a flow-chart of procedures to work within the PBIS guidelines.

Office referrals, tardies and suspensions have decreased since the beginning of the 2019-2020 school year. At this same time in 2018-2019, there were six days of suspension. To date in 2019-2020 there are no days of suspension.

Our School Safety Plan last reviewed by Officer Mark Frink, Stanislaus County Sheriff's Office, and Mr. Zach Gardner of Stanislaus Consolidated Fire in February 2019 : 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 2019 and will be reviewed and revised for the current school year.

Active shooter drills were held in 2018-2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	20	1			26		1		23		1	
1					20	1			20	1		
2	27		1		22		1		22		1	
3									22		1	
4	13	5	1		25		1		14	1		
6	22		6		25		1		24		6	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,973.3	1982.97	9990.33	52,792.60
District	N/A	N/A	9990.33	\$51,261.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
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 2018-19)

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); Title I and 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,946	\$45,252
Mid-Range Teacher Salary	\$55,528	\$65,210
Highest Teacher Salary	\$81,561	\$84,472

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$102,908	\$124,686
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Ten minimum days are dedicated to professional development for staff. This year, the focus was for all staff to participate in the Positive Behavior Interventions and Supports training.

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.

Minimum days designated for staff development also include approximately 60 minutes of teacher collaboration time.

Five half-days for writing and ELA specific staff development for the 2019-2020 school year are being funded with the Low Performing Student Block Grant funding. Teachers requested support in the area of writing. Teachers work in small groups with the ELA specialists from the Stanislaus County Office of Education (SCOE).

A contracted teacher-coach continues supports all new teachers on a regular basis with check ins, class observations and support. This coach also provides mentoring as required for teachers enrolled in the SCOE Induction program.