

Brywood 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	Brywood Elementary School
Street	1 Westwood
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-5500
Principal	Timothy Moeller
Email Address	timothymoeller@iusd.org
Website	http://www.iusd.org/br/
County-District-School (CDS) Code	30-73650-6102719

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

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

Located in the village of Northwood, Brywood Elementary School has an enrollment of 568 students in grades kindergarten through sixth. Our unique community is comprised of many ethnic groups and a variety of languages are spoken among our students and Brywood families. We offer a wide range of educational settings for our students, Specific Academic Instruction (SAI), General Education, Gifted and Talented Education (GATE) and an Alternative Program for Academically Accelerated Students (APAAS). Our school is an unique and dynamic learning community, as we believe that every person, every learner, every culture has something to offer to the educational experience. I am pleased to present Brywood School's annual report to our community.

Under the provisions of Proposition 98, schools in California are required to prepare an annual School Accountability Report Card assessing our school in a variety of performance areas. The purpose of the school profile is to inform our school community about the conditions and progress made at Brywood during the 2019-2020 school year. Our profile also provides an excellent opportunity for us to identify the strengths and challenges of our school program and to engage our school community in discussing our vision and improvement efforts.

As you read through our profile, you will find a school with an impressive record of consistently strong achievement and a faculty committed to meeting the needs of all students. During this year, Brywood staff continued its implementation of Response to Instruction (RtI) and Professional Learning Communities (PLC) as a collaborative effort to improve teaching and instructional strategies. We continued to receive coaching from our district TOSA ensuring the fidelity of RtI and the commitment to work collaboratively to improve instruction. The entire staff has also been trained in the use of Calm Classroom to support the social/emotional needs of our students. Teachers have also received training in the use of instructional technology to support our one-to-one Chrome book initiative and our Innovation Lab. The efforts of the Multi-Tiered Systems of Support Team (MTSS) ensures a collaborative teaching and learning environment that addresses the social/emotional, behavioral and academic support for each student. Additionally, the school has implemented Positive Behavior Intervention and Support (PBIS). The PBIS team continues to provide the entire staff with PBIS training with ongoing school wide implementation for the 2019-2020 school year and beyond. Training in Tier 1 and Tier 2 PBIS strategies will continue for the auxiliary staff and the parent community.

Parent involvement has contributed significantly to our success. We believe that students, teachers, and parents should work closely together in an atmosphere of mutual respect and collaboration. Education is a function of the community, the district, and the school. We welcome your continued participation in your child's educational development.

Preparing today's students for tomorrow's world is exciting and challenging for all of us. With our strong community support, the exceptional expertise of our Brywood staff, and our shared commitment to learning, we face this challenge with optimism and confidence. Thank you for your continued support and contributions for excellence.

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

Grade Level	Number of Students
Kindergarten	52
Grade 1	62
Grade 2	72
Grade 3	69
Grade 4	100
Grade 5	112
Grade 6	97
Total Enrollment	564

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

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	50.7
Filipino	2.8
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.2
White	18.4
Two or More Races	13.1
Socioeconomically Disadvantaged	18.1
English Learners	18.3
Students with Disabilities	9.9
Foster Youth	0.5
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23.70	24	11	1663.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.00	0	0	80.58

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

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

School Facility Conditions and Planned Improvements

Brywood’s facility is well used and well maintained. This year, we have added a shaded out door collaborative space for students. Last year, we moved into our in our fully renovated site funded with Measure E funds which included the creation of new innovative learning spaces, an Innovation Lab, a Design Lab and a brand new Activity Center. Our Activity Center houses our Music program and is also used for a variety of instructional needs. Brywood has twenty-four regular classrooms. Walking through our school, one can see that all areas are utilized for a variety of small groups and large group instruction. As part of our commitment to a safe and orderly campus, we have developed a comprehensive Student Behavior PLAN through PBIS. An Emergency Disaster Plan has been developed and provides alternatives for a variety of potential disasters. Evacuation drills are conducted regularly throughout the year. Our disaster preparedness plan is updated yearly and is on file in the office. We maintain emergency supplies such as dried food, water, first aid, tarps, space blankets, and other essential disaster supplies in a central location.

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: 12/8/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	LEARNING CENTER: 4. WATER STAIN CEILING TILES
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	P1: 14. ASPHALT IS CRACKED AT RAMP ENTRY/ TRIP HAZARD
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	81	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	79	N/A	74	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)	77	N/A	64	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)

Our PTA, School Site Council (SSC) and English Learner Advisory Committee (ELAC) are active participants in the community. They help develop and support the educational goals for Brywood Elementary students. Annually, Our PTA raises approximately \$40,000 annually to support our school programs. Their contributions allow us to annually upgrade technology school wide. Last year, with the help of the PTA, Brywood was able to purchase 311 new Chrome books. This allows every student in grades 1-6 to have access to a computer at anytime during the day. Kindergartners have access to iPads. This year, the PTA has supported our new Innovation Lab. The donations also allow us to purchase classroom supplies and curricular materials that enhance instruction and learning, and provide enrichment opportunities through school-wide assemblies. Our School Site Council provides our community with a comprehensive yearly review of our educational programs including Early Intervention Reading Model (EIRM), RtI and the Comprehensive School Safety Plan. School Site Council funding supports Instructional Assistants for RtI and additional kindergarten instructional assistant hours to support the Early Intervention Reading Model (EIRM). SSC approved funds that were used to pay for teacher release time, instructional technology training, and SEL training. Our English Learner Advisory Committee supports our English Learners by advising staff and administration on topics related to second language learners. Annual parent education nights in ELA, Math and Science help to support the home school connection. Topics include Title I Parent Training, Parenting Classes, STEAM & Math Nights, Cyber Education and Disaster Preparedness.

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.0	1.2	1.0	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	1	277	
Expulsions	0	5	

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)

Brywood School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and was amended in September 2020 and was approved by the School Site Council and School Safety Planning Committee in January 2021. Key elements of the plan include:

1. Assessing the current status of school crime committed on the school campus and at school related functions.
- 2a. Child Abuse Reporting Procedures,
- 2b. Disaster Procedures-Routine and Emergency,
- 2c. Policies for Suspension, Expulsion and Mandatory Expulsion,
- 2d. Procedures for Notification of Staff Regarding Dangerous Students,
- 2e. Policies on Sexual Harassment,
- 2f. Policy Relating to School Dress Code (especially gang-related apparel),
- 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School,
- 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School,
- 2i. Rules and Procedures on School Discipline based on the PBIS program.
- 2j. COVID-19 protocols

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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	2		27		2		13		4	
1	30		2		30		2		30		2	
2	32		2		29		2		31	2		
3	31		2		30		2		29		2	
4	30		2	1	25	1	2	1	30		4	
5	25	1	2	1	30		2	1	33			2
6	24	2		3	27	1	2	1	27	1	4	
Other**	11	1			12	2			12	6		

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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	\$5,303	\$238	\$5,066	\$89,745
District	N/A	N/A	\$5,857	\$84,323
Percent Difference - School Site and District	N/A	N/A	-14.5	6.2
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-41.9	7.7

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

Types of Services Funded (Fiscal Year 2019-2020)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,234	\$50,029
Mid-Range Teacher Salary	\$87,931	\$77,680
Highest Teacher Salary	\$113,662	\$102,143
Average Principal Salary (Elementary)	\$138,075	\$128,526
Average Principal Salary (Middle)	\$150,886	\$133,574
Average Principal Salary (High)	\$171,949	\$147,006
Superintendent Salary	\$330,377	\$284,736
Percent of Budget for Teacher Salaries	33.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		11	9

Each year our district and school offers professional improvement opportunities to all staff which focus on the implementation of new curriculum and the incorporation of effective teaching strategies. Two contract required days per year are allocated for targeted staff development activities in the areas of Social/Emotional Learning, Instructional Agility, Technology, and Formative Assessments. In the 2017-2018 school year, the staff had a continued focus on writing instruction with Write From the Beginning training to further implementation. In addition, the staff received a two hour training in Student Health and Wellness - Suicide Prevention and a Positive Behavior Intervention and Support training. For the remainder of the 2017-2018 school year, the staff will also receive a three hour training in the Next Generation Science Standards and a training to further the implementation of Technology. In 2018-2019, the staff focused on technology training in response to the school purchasing enough Chrome book to ensure one-to-one matching for all students in grades 1-6. All kindergarten students have access to iPads. Topics included digital portfolios, specific classroom software, and Google programs with 6 hours of PD. An additional 2 hours has been spent on creating student focused learning environments. Our remaining 2 hours were spent on school and student safety. In 2019-2020, we spent 5 hours of PD on the Calm Classroom program. This provides mindfulness techniques for our students. Instructional Agility focused integrating classroom instruction with our new Innovation Lab. Representatives from LEGO came for a 6 hour session focused on creative building and robotics. Remaining time was spent on data analysis to support our struggling learners.