

Foxboro Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.

Samantha Chizauskie, Principal

 Principal, Foxboro Elementary

About Our School

Foxboro Elementary is a school for all learners. As we begin our 24th year, we feel proud of the many accomplishments and traditions established at Foxboro. The high academic and behavioral expectations for our students and staff attract families to Foxboro. Students benefit from the interdependent relationships with adults. Our success is the result of intensive collaborative efforts of administration, staff, parents, students, and community members. Due to Foxboro's excellent reputation, families relocating to the area actively seek out homes in the Foxboro attendance boundaries. Families quickly become immersed in the culture of the school and participate in annual Parent Teacher Association (PTA) events such as the Harvest Festival, Pastries for Parents, and Kite Night. These events bring parents and students to campus and build a sense of community. Our award-winning Foxboro garden was established by the PTA and continues to thrive and present students with learning opportunities. In a safe, secure, and nurturing environment, Foxboro Elementary supports students as they are taught a well-rounded Common Core standards-based curriculum.

Contact

Foxboro Elementary
600 Morning Glory Dr.
Vacaville, CA 95687-5300

Phone: 707-447-7883
E-mail: schizauskie@travisusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
E-mail Address	pconklin@travisusd.org
Web Site	www.travisusd.org

School Contact Information (School Year 2018—19)	
School Name	Foxboro Elementary
Street	600 Morning Glory Dr.
City, State, Zip	Vacaville, Ca, 95687-5300
Phone Number	707-447-7883
Principal	Samantha Chizauskie, Principal
E-mail Address	schizauskie@travisusd.org
Web Site	www.travisusd.org/domain/10
County-District-School (CDS) Code	48705656111652

Last updated: 1/7/2019

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

School Description

Foxboro Elementary School is located in Vacaville, situated midway between San Francisco and Sacramento in northern Solano County. The City of Vacaville, incorporated in 1892 and currently comprising just under 27 square miles, has a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents calls Vacaville home, and has helped transform the community from a small agricultural town into a thriving and progressive city. While the City's population history shows its rapid growth, Vacaville remains a "small town at heart," whose residents pride themselves on a high level of community involvement.

Foxboro Elementary School is one of five elementary schools in Travis Unified School District, which also includes one middle school, one high school, a community day school, and an alternative education center.

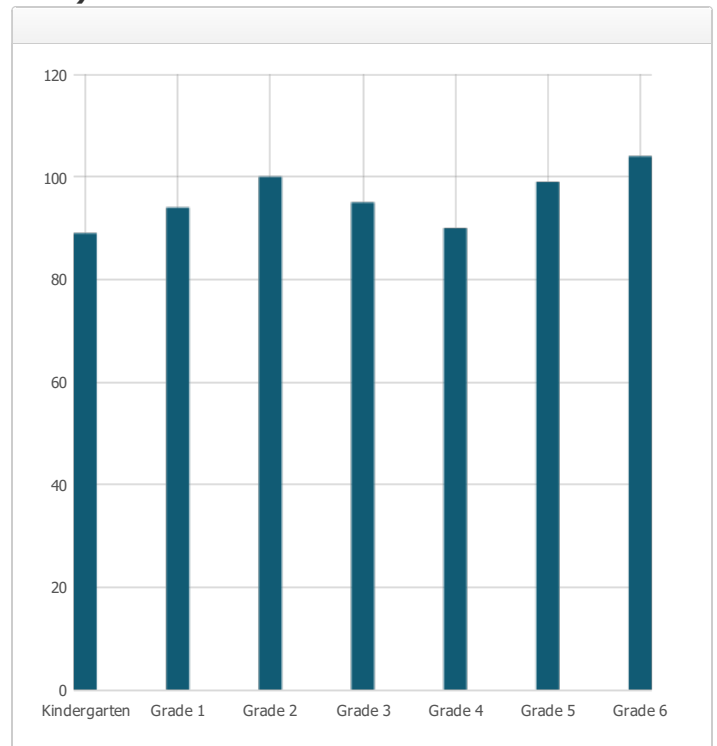
Mission Statement

The Foxboro school community is committed to creating a school family that knows No Limits to the success of each student. We believe all students deserve to be educated in a manner that will allow them to learn about and attend college if they so choose. Our students and staff strive to develop future leaders through our core values of respect, responsibility, and safety. Our school is a safe, caring and supportive environment that establishes high expectations for student success in collaboration with families.

Last updated: 1/7/2019

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	94
Grade 2	100
Grade 3	95
Grade 4	90
Grade 5	99
Grade 6	104
Total Enrollment	671



Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.3 %
American Indian or Alaska Native	0.6 %
Asian	3.0 %
Filipino	5.2 %
Hispanic or Latino	24.6 %
Native Hawaiian or Pacific Islander	1.3 %
White	44.4 %
Two or More Races	12.7 %
Other	1.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.4 %
English Learners	3.4 %
Students with Disabilities	9.5 %
Foster Youth	0.4 %

A. Conditions of Learning

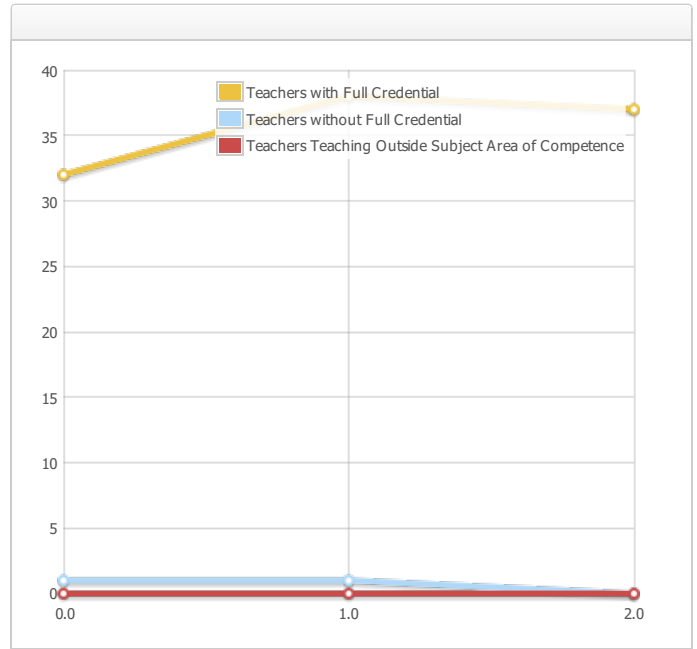
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	32	38	37	289
Without Full Credential	1	1	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

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.

Last updated: 1/7/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade: McGraw -Hill Education: California Wonders Comprehensive System ELA/ELD ©2017 6th Grade: CollegeBoard: Springboard California ELA Edition, Program 1 ©2017	Yes	0.0 %
Mathematics	Kindergarten - 5th Grade: HMH: Math in Focus ©2015 6th Grade: Glencoe California Math; Your Common Core Edition, Course 1 ©2015	Yes	0.0 %
Science	Macmillan/McGraw-Hill California Science © 2008	No	0.0 %
History-Social Science	Harcourt School Publishers Kindergarten Our World, Now and Long Ago© 2007 First Grade A Child's View © 2007 Second Grade People We Know © 2007 Third Grade Our Communities © 2007 Fourth Grade A Changing State © 2007 Fifth Grade Making a New Nation © 2007 Pearson Sixth Grade: Ancient Civilizations: My World Interactive © 2019	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt Health and Fitness © 2006	No	0.0 %
Visual and Performing Arts	Silver Burdett Making Music, California Edition © 2008	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

Foxboro Elementary School's campus was originally built in 1993 and contains 34 classrooms, one library, a gym/multipurpose room, one staff room, and two playgrounds. At the time of publication, 100% of restrooms were in good working order. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at this site. The items noted in the table have been corrected or are in the process of remediation.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Fair	MPR outside: Significant cracks and deterioration

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
----------------	------

Last updated: 1/8/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	54.0%	56.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	43.0%	41.0%	42.0%	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.

Last updated: 1/7/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	365	98.38%	54.25%
Male	183	182	99.45%	46.15%
Female	188	183	97.34%	62.30%
Black or African American	22	22	100.00%	27.27%
American Indian or Alaska Native	--	--	--	
Asian	14	14	100.00%	64.29%
Filipino	19	19	100.00%	47.37%
Hispanic or Latino	81	79	97.53%	50.63%
Native Hawaiian or Pacific Islander	--	--	--	
White	181	177	97.79%	58.19%
Two or More Races	40	40	100.00%	60.00%
Socioeconomically Disadvantaged	96	94	97.92%	44.68%
English Learners	24	23	95.83%	56.52%
Students with Disabilities	36	34	94.44%	8.82%
Students Receiving Migrant Education Services				
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.

Last updated: 1/7/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	365	98.38%	42.74%
Male	183	182	99.45%	41.76%
Female	188	183	97.34%	43.72%
Black or African American	22	22	100.00%	22.73%
American Indian or Alaska Native	--	--	--	
Asian	14	14	100.00%	50.00%
Filipino	19	19	100.00%	52.63%
Hispanic or Latino	81	79	97.53%	32.91%
Native Hawaiian or Pacific Islander	--	--	--	
White	181	177	97.79%	47.46%
Two or More Races	40	40	100.00%	47.50%
Socioeconomically Disadvantaged	96	94	97.92%	35.11%
English Learners	24	23	95.83%	26.09%
Students with Disabilities	36	34	94.44%	5.88%
Students Receiving Migrant Education Services				
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.

Last updated: 1/7/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 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 new California Science Test (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.

Last updated: 1/7/2019

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 area of physical education

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

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	20.8%	22.9%	27.1%

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.

Last updated: 1/7/2019

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)

Parents play an important role at Foxboro Elementary School through active participation and involvement in the School Site Council, PTA, Watch D.O.G.S. (Dads of Great Students), and volunteering in classrooms.

Our PTA Board meets monthly with general membership evening meetings once per month. The PTA supports students, teachers, and classrooms by donating time and funds to teacher grants, classroom activities, the school garden, and school beautification projects. The PTA sponsors honored traditions throughout the school year such as Harvest Festival, Penny Drive, Kite Night, and Pastries for Parents. Our PTA is integral to welcoming all of our new Foxboro students to the school family at the beginning of the year and all year long!

The Watch D.O.G.S. are dads and dad-figures who volunteer their time before, during, and after school. They work with students in classrooms and at recess as well as assisting in campus supervision. Watch D.O.G.S. actively support Foxboro's involvement in several Safe Routes to School activities such as International Walk to School Day and National Bike to School Day. Foxboro Elementary School benefits from partnerships with local businesses and services including Target, Round Table Pizza, Chevron, Genentech, Southwest Airlines, Raley's, Travis Air Force Base, and Wells Fargo Bank.

Contact Information:

Foxboro Elementary School Website: <https://www.travisusd.org/site/Default.aspx?PageID=13>

Phone Number: (707) 447-7883.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

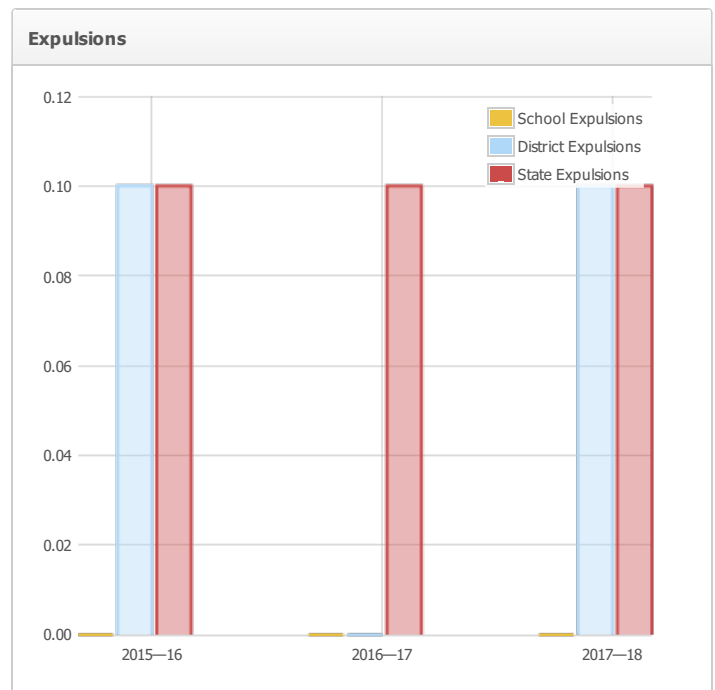
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.5%	0.8%	0.7%	4.6%	4.2%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern of Foxboro Elementary School. The School Site Safety plan was developed in partnership with the Vacaville Police Department and is evaluated and revised annually by the principal, Foxboro Safety Committee, and the School Site Council. School staff is trained annually on the current School Safety plan. Key elements of the Safety Plan include the school's physical and social environments as well as the Emergency Response Teams to be activated in the event of a large scale incident. Included within the plan are the protocols that will be followed in the case of an emergency. These protocols have been communicated to the school community through school communications as well as by Vacaville Police Department School Resource Officers at evening parent meetings. Foxboro is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted throughout the school year on at least a monthly basis. Students are supervised throughout the day by teachers, staff, and noon duty supervisors. All visitors to the school must sign in first at the school office and wear a visitor's badge, which is a new color every day.

Last updated: 1/7/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	26.0		3	
2	22.0		4	
3	25.0		4	
4	32.0		1	2
5	29.0		4	
6	32.0		1	3
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	4	
1	21.0		4	
2	24.0		3	
3	22.0	1	4	
4	32.0		3	
5	32.0		1	2
6	33.0		2	2
Other**	8.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	23.0		4	
2	20.0	1	4	
3	19.0	1	4	
4	29.0		3	
5	31.0		3	
6	23.0	2		3
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.

Last updated: 1/7/2019

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.3	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	4.0	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.

Last updated: 1/10/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6685.0	\$1288.0	\$5396.0	\$68083.0
District	N/A	N/A	\$6798.0	\$70311.0
Percent Difference – School Site and District	N/A	N/A	-21.0%	-4.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-24.0%	-11.0%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

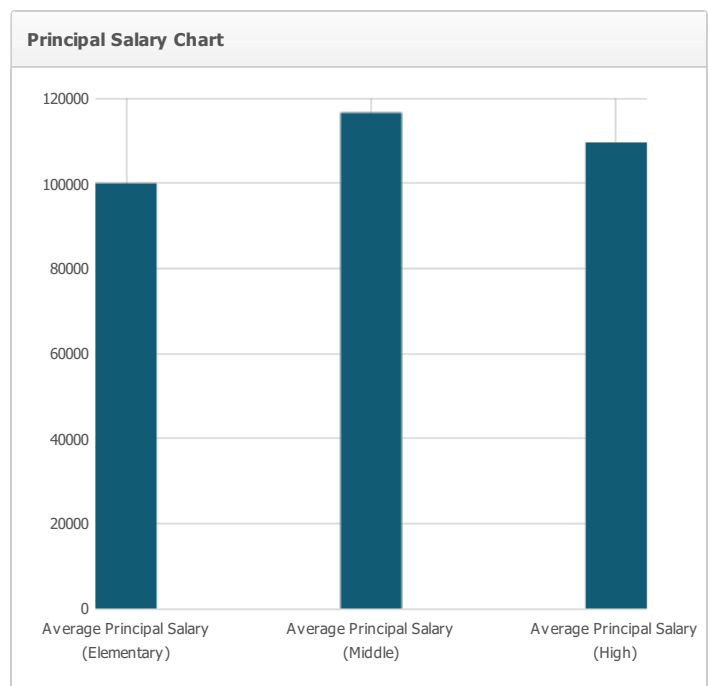
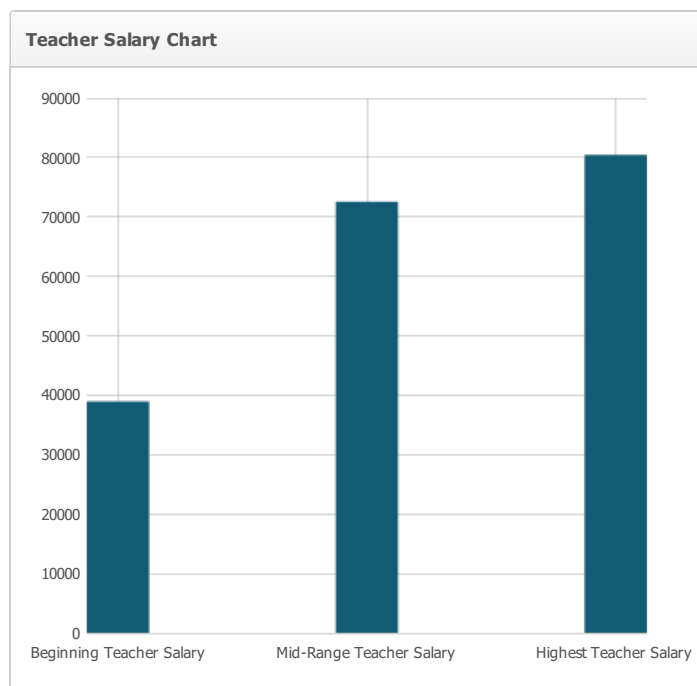
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups. The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

Last updated: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,940	\$47,547
Mid-Range Teacher Salary	\$72,551	\$74,775
Highest Teacher Salary	\$80,424	\$93,651
Average Principal Salary (Elementary)	\$99,969	\$116,377
Average Principal Salary (Middle)	\$116,584	\$122,978
Average Principal Salary (High)	\$109,582	\$135,565
Superintendent Salary	\$185,170	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/7/2019

Professional Development

Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development and ADA Accessibility training), English Language Arts / Math strategies, Multi-Tiered

Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Additionally, elementary administrators and teachers attended "No Excuses University" training.

Last updated: 1/8/2019