

# Holder 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Holder School
<b>Street</b>	9550 Holder St.
<b>City, State, Zip</b>	Buena Park, Ca 90620-4209
<b>Phone Number</b>	714-236-3840
<b>Principal</b>	Dr. Jerry Friedman
<b>E-mail Address</b>	jerry.friedman@savsd.org
<b>Web Site</b>	<a href="http://www.savsd.org/Schools/Holder/holdhome.html">http://www.savsd.org/Schools/Holder/holdhome.html</a>
<b>CDS Code</b>	30666966030472

<b>District Contact Information</b>	
<b>District Name</b>	Savanna Elementary School District
<b>Phone Number</b>	714-236-3800
<b>Superintendent</b>	Dr. Sue Johnson
<b>E-mail Address</b>	superintendent@savsd.org
<b>Web Site</b>	www.savsd.org

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

Holder School is a Transitional Kindergarten through 6th grade school, as well as the Preschool SDC Program for the Savanna School District. Approximately 540 students attend Holder School and they represent a diverse population. Approximately 55% of the students are Hispanic, 12% Caucasian, 13% Asian, 7% Filipino, 5% African American, and 7% Multi-Ethnic (Non-Hispanic). Nearly 65% of the students participate in the Free/Reduced Lunch Program and approximately 30% of the students are English Language Learners. The staff is composed of 20 general education classroom teachers, a special education resource teacher, one full-time Special Day Class teacher for grades TK/K/1st (Mild/Moderate), three full-time preschool Special Day Class teachers (Two Mild/Moderate and one Autism Focus,) one full-time Special Day Class teacher for grades TK/K/1st (Autism Focus), one full-time Special Day Class teacher for grades 2nd/3rd (Autism Focus), two full-time speech therapists, a psychologist, psychologist intern, part-time MTSS Counselor, and part-time nurse. Support services at the school include clerical, custodial, maintenance, and special education classroom instructional assistants.

Going beyond the classroom, Holder offers a variety of programs to help students be successful. With the strong partnership of the City of Stanton and the North Orange County Task Force (NOC), Holder students and families have access to counseling, camps, housing assistance/resources, childcare assistance, and participation in the High School Bigs program, which provides mentors for students who need additional support. Additionally, Holder provides a Parenting Club class where parents have chances to bond together as well as learn about a variety of topics, including, but not limited to cyber-bullying, dealing with social media, etc. All Holder students participate in the Meet the Masters Art Program, which is one of the most comprehensive and fun art history, theory, and technique programs available. Our Watch D.O.G.S. (Dads of Great Students) Program enhances safety and promotes male participation and involvement at school. Male father figures have the opportunity to volunteer to assist in classrooms and around the campus. To challenge the high-achieving fourth through sixth grade students at Holder School there is a G.A.T.E. program (Gifted and Talented Education) as well as an opportunity to participate in the Music Masters Strings Program. Community partnerships with the Philharmonic Society, Boys and Girls Club, Cypress Community College, Disneyland, and the Tiger Woods Learning Center provide additional enrichment opportunities for Holder students.

Holder School's Mission Statement: It is the mission of Holder School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. At Holder School students are encouraged, supported, and guided to be successful life-long learners, prepared to accept responsibilities and challenges that may present themselves in the future. Our caring and supportive staff continue to maintain a safe and nurturing environment so that all students can be successful. Our PBIS Mantra includes being Honorable, Accountable, Welcoming, Kind, and Scholarly - this encapsulates what we expect from all of our Holder Hawks and staff!

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	92
<b>Grade 1</b>	71
<b>Grade 2</b>	83
<b>Grade 3</b>	69
<b>Grade 4</b>	72
<b>Grade 5</b>	79
<b>Grade 6</b>	64
<b>Total Enrollment</b>	530

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

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.0
Asian	10.8
Filipino	7.2
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.9
White	11.3
Socioeconomically Disadvantaged	68.5
English Learners	36.6
Students with Disabilities	12.3
Foster Youth	0.2

## 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	27	26	26.25	129
Without Full Credential	0	1	1	1
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: December 2018

The Savanna School District adopted the Benchmark Advance English Language Arts/English Language Development materials for the 2017-18 school year. It is in place in all K-6 classrooms. In 2016, we adopted the Houghton Mifflin, Go Math Series for K-6 students and it is in place in all classrooms. Both of these series are aligned to the Common Core State Standards. We adopted the Science (Harcourt School Publishers) and Social Science (Harcourt School Publishers) materials in 2007. We expect to pilot new Science and Social Science materials as they become available. Health and Visual and Performing Arts are taught utilizing a variety of instructional tools and strategies.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Mathematics	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
History-Social Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Foreign Language	N/A		
Health	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Health.	Yes	0
Visual and Performing Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Visual and Performing Arts.	Yes	0

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

The staff of Holder strives to maintain a clean and safe learning environment for the students. Assessments of the school's aesthetic and safety conditions are made by the principal on a monthly basis, and thorough quarterly inspections are made by the District's Director of Maintenance, Operations, and Transportation. Custodians make routine, daily inspections of all exterior and interior areas of the school. As per SB550 all facilities are in good repair. Modernization projects were completed for the Holder campus during 2013-14 as a result of the passage of Measure G at the June 5, 2012 election. A new Outdoor Learning Center was constructed, becoming the 'heart' of the campus where student success is celebrated. The school playgrounds received 'extreme makeovers' with new age-appropriate equipment designed to promote physical fitness, large and small motor skills, balance, and upper-body strength for students. The poured-in-place rubber surfacing was designed to provide high levels of safety for students with minimal maintenance requirements. In addition, classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy efficient dual-paned windows, new energy efficient heating and air conditioning units, new plumbing, electrical, and upgraded roofing. Our heating and air conditioning units, lighting, security cameras, classroom projectors, and even irrigation systems are on energy management systems, controlled remotely to ensure that units do not run during times they are not needed. Preschool and before-and-after-school childcare programs were relocated to provide better access for parents during hours when the school office is not open. School security enhancements are multi-faceted and include perimeter fencing, security cameras throughout the campus, paging systems, emergency notification systems, enhanced fire alarm systems, and increased security lighting after school hours. The remodeled student restrooms are 'student friendly' with new plumbing and sewer lines, energy-efficient fixtures, and terrazzo flooring that will last at least another 50 years! Regular maintenance projects take place to maintain the district's high standards of quality facilities. In the fall of 2015, a Technology Learning Center with 30 computers, a teaching station and flat screen monitors was completed. In the summer of 2016, a second Technology Learning Center with an additional 32 computers with flat screen monitors was added. A STEM Center with additional computers with flat screen monitors was added in 2017. In addition, there are six computers in every classroom and various classrooms throughout the site utilize iPads as part of the instructional program.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 7-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 7-18	
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 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)	46.0	49.0	45.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	45.0	46.0	42.0	43.0	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	294	290	98.64	49.31
Male	138	137	99.28	44.53
Female	156	153	98.08	53.59
Black or African American	17	17	100.00	41.18
Asian	33	33	100.00	81.82
Filipino	20	20	100.00	60.00
Hispanic or Latino	168	165	98.21	41.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	58.62
Two or More Races	22	22	100.00	45.45
Socioeconomically Disadvantaged	218	214	98.17	43.46
English Learners	131	128	97.71	49.22
Students with Disabilities	31	31	100.00	19.35
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	294	290	98.64	45.52
Male	138	138	100	44.93
Female	156	152	97.44	46.05
Black or African American	17	17	100	29.41
Asian	33	33	100	69.7
Filipino	20	20	100	50
Hispanic or Latino	168	167	99.4	37.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	28	93.33	64.29
Two or More Races	22	21	95.45	52.38
Socioeconomically Disadvantaged	218	216	99.08	38.89
English Learners	131	130	99.24	41.54
Students with Disabilities	31	31	100	16.13
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	17.5	23.8	18.8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

The School Site Council is a ten-person council of parents, teachers, classified staff and the principal who monitor the implementation of the School Plan for Student Achievement and generally act as an advisory and decision-making body for the school's many programs. The PTA (Parent Teacher Association) is also an integral part of the school's support services through its work as parent volunteers, program fund-raisers, and school-parent communication resource. All parents are kept informed of meetings and events with our automated phone messaging system, our District/School Website, the school marquee, and the hard copy fliers we send home. Opportunities for parental involvement include, but are not limited to, Back to School Night, Awards Assemblies, Parent/Teacher Conferences, Fall Festival, Watch Dog Program, Flag Ceremony Performances, Open House, etc. In addition, parents have the opportunity to utilize online registration. Please contact the school office at 714-236-3840 for additional information.

### 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	0.4	0.3	1.0	0.8	1.7	1.6	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)

Holder School has a School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent school environment. Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- CPR/First Aid/AED training opportunities available.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.

## 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	19	2	4		17	3	3		17	4	2	
1	28		2		25		3		28		2	
2	25		3		25		3		26		3	
3	26		3		25		3		28		3	
4	23		3		28		3		27		2	
5	29		2		23		3		27		3	
6	28		3		29		2		27		3	

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0.50	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	\$11,361	\$3,084	\$8,277	\$86,852
District	N/A	N/A	\$8,051	\$86,157
Percent Difference: School Site and District	N/A	N/A	2.8	0.8
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	15.0	13.3

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

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

### Types of Services Funded (Fiscal Year 2017-18)

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district. Holder School also receives funding designated for limited English proficient students.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,936	\$48,064
Mid-Range Teacher Salary	\$89,979	\$75,417
Highest Teacher Salary	\$110,316	\$94,006
Average Principal Salary (Elementary)	\$137,764	\$119,037
Average Principal Salary (Middle)	\$0	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$209,186	\$183,692
Percent of Budget for Teacher Salaries	39.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Professional Development (Most Recent Three Years)

Professional development has focused on the data analysis and differentiating instruction utilizing Common Core State Standards across the curriculum. Teachers and staff members have received training on the Common Core Standards and effective strategies to implement the standards including EDI, Differentiated Instruction, Intervention strategies, Thinking Maps, Interaction with Text, Write from the Beginning, implementation of Go Math materials, mathematical practices, STEM, the implementation of technology across the curriculum, iPad implementation, Project GLAD, the implementation of the Benchmark Advance ELA Series, the implementation of the iReady Program, and English Language Development standards and strategies. Teachers have also received training on the implementation of the Illuminate Data System and data analysis. In addition, teachers have had an opportunity to participate in a variety of curricular task forces including English Language Development/English Language Arts, STEM, Wellness and Math. Professional development was provided through a variety of delivery methods including full day and part day workshops, grade level collaboration, coaching and demonstration lessons. New teachers are supported through regularly scheduled meetings and professional development related to their needs.