Schallenberger Elementary

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 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.

Mr. Ryan Chamberlin, Principal

⚲ Principal, Schallenberger Elementary

About Our School

At Schallenberger Elementary our highest priority is providing each child with the knowledge and skills to be a successful learner and productive member of society. Classroom instruction is aligned to State and District standards. A positive school climate is fostered by teaching WISE behavior—We are Respectful, I care, Safety Matters and Everyone is Responsible. Outstanding schoolwide music, art and technology programs are supported by our active Schallenberger Home and School Association. A state of the art computer lab engages students with 21st century technology to supplement the core math and language arts curricula, and provide individualized student support. Monthly recognition assemblies celebrate our students' accomplishments. Our caring, dedicated teachers engage in ongoing professional development to ensure that powerful, research-based instructional strategies are in every classroom. Robust partnerships with community organizations, such as Project Cornerstone, Montalvo Arts Center, and Starting Arts provide enrichment for all students. Schallenberger is a California Distinguished School, in which parents, staff and community join together to provide the best possible educational experience for all of our students.

Contact

Schallenberger Elementary
1280 Koch Ln.
San Jose, CA 95125-4199

Phone: 408-535-6253
E-mail: rchamberlin@sjusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

| School Contact Information (School Year 2017-18)	
School Name	Schallenberger Elementary
Street	1280 Koch Ln.
City, State, Zip	San Jose, Ca, 95125-4199
Phone Number	408-535-6253
Principal	Mr. Ryan Chamberlin, Principal
E-mail Address	rchamberlin@sjusd.org
Web Site	http://www.sjusd.org/schallenberger/
County-District-School (CDS) Code	43696666048680

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Our school embodies the spirit of a classic neighborhood school, where all students are welcomed as part of our family. Our teachers focus on providing rich, engaging learnings that are accessible to all, at the same time they care for the needs of the whole child. Our mission is to prepare our students to be the thinkers, leaders, and creators of tomorrow.

Last updated: 12/7/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	112
Grade 1	93
Grade 2	95
Grade 3	75
Grade 4	80
Grade 5	97
Total Enrollment	552
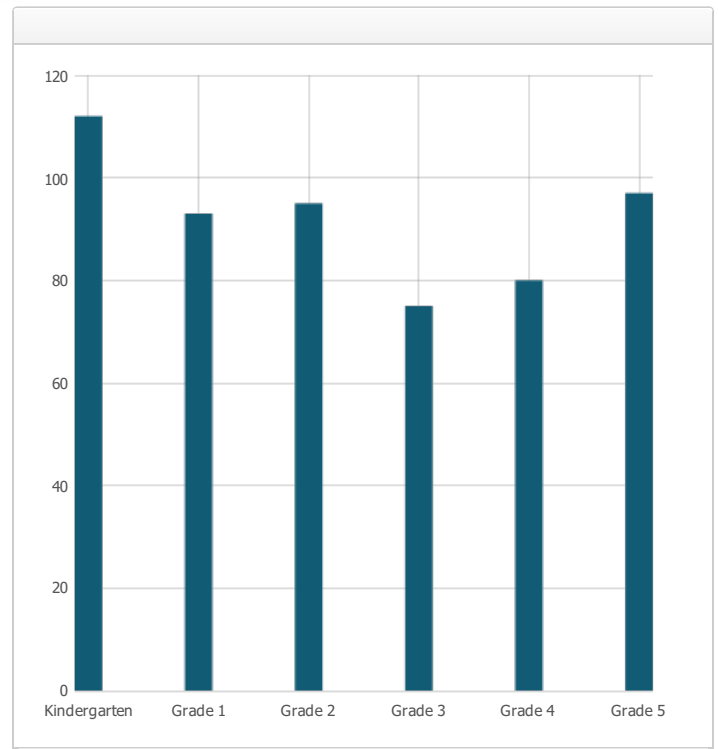
Last updated: 12/7/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	0.2 %
Asian	6.3 %
Filipino	1.3 %
Hispanic or Latino	37.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	41.8 %
Two or More Races	10.5 %
Other	0.2 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.5 %
English Learners	10.5 %
Students with Disabilities	13.6 %
Foster Youth	0.4 %

Last updated: 1/8/2018

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	24	24	1427
Without Full Credential	0	0	0	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11
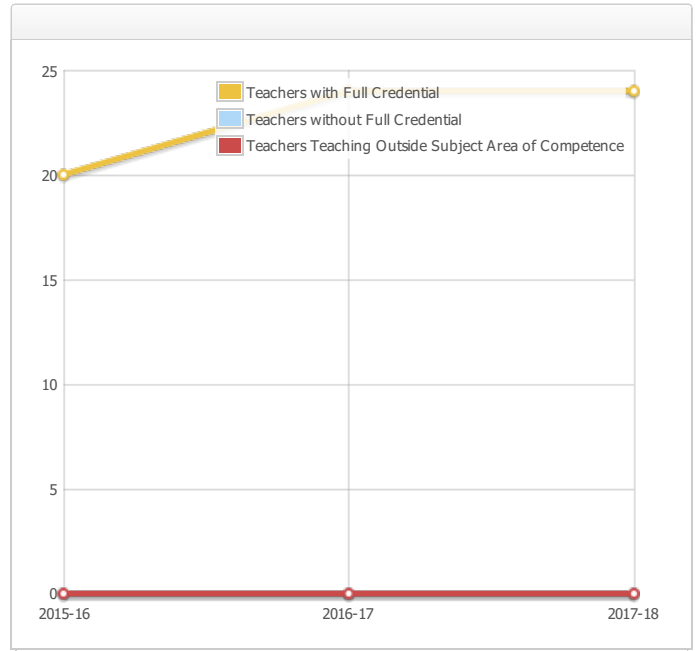
Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
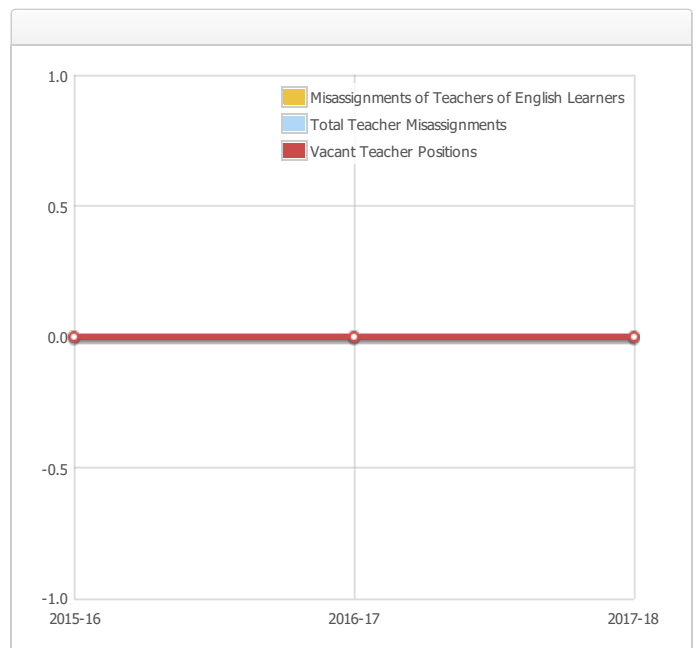
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary Core Curriculum	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	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: 1/16/2018

School Facility Conditions and Planned Improvements

Schallenberger was built in 1955 and modernized from 1998-2000 with Measure C bond money. New playground equipment for the main playground was installed in 1995 and in 2004 was relocated and also enhanced with a rubber safety mat underneath the equipment to bring it up to current code. The kindergarten play equipment was installed in 1999 and in 2005; a rubber mat was also installed underneath the equipment. During the 2002-2003 school year, parents, staff, and the community surrounding Schallenberger renovated the memorial/reflective area at the corner of Koch Lane and Gerald Way. This area is named Meredith's Corner in memory of a former student. A new building that houses the library, computer lab, bathrooms, and eight classrooms was built during the 2004-2005 school year with Measure F bond money. In addition to the construction of a new building, the following were accomplished during the 2004-2005 school year:

- The traditional classrooms (#1-16) were modernized with new sinks, cabinets, and windows.

- New portables were relocated and upgraded.

- Bathrooms (student and staff) were modernized and brought up to code.

- The office (main office, workroom, and health office) was modernized and brought up to code.

- The field was renovated and a decomposed granite walkway was installed around its perimeter.

- The playground was resealed and games were repainted.

- The kitchen was modernized and a new speed line was installed.

- The stage was resurfaced.

- School buildings were painted in 2010.

Grounds are kept clean and safe by our excellent custodian, with the support of school district personnel for grounds maintenance and major repair projects. The school community continues to improve the physical environment with a beautification program supported by the Home and School Association. In 2006, this parent organization purchased 15 new picnic tables and shade covering for outdoor eating.

The facilities were inspected on 9/20/13.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

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	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	57%	62%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	52%	54%	42%	42%	36%	37%

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: 1/8/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	245	97.22%	62.45%
Male	143	138	96.50%	60.87%
Female	109	107	98.17%	64.49%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	16	16	100.00%	93.75%
Filipino	--	--	--	
Hispanic or Latino	106	103	97.17%	49.51%
Native Hawaiian or Pacific Islander				
White	97	95	97.94%	69.47%
Two or More Races	22	21	95.45%	61.90%
Socioeconomically Disadvantaged	73	71	97.26%	33.80%
English Learners	38	38	100.00%	52.63%
Students with Disabilities	47	43	91.49%	39.53%
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: 1/8/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	243	96.43%	54.32%
Male	143	137	95.80%	62.77%
Female	109	106	97.25%	43.40%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	16	16	100.00%	87.50%
Filipino	--	--	--	
Hispanic or Latino	106	102	96.23%	34.31%
Native Hawaiian or Pacific Islander				
White	97	94	96.91%	68.09%
Two or More Races	22	21	95.45%	52.38%
Socioeconomically Disadvantaged	73	70	95.89%	32.86%
English Learners	38	38	100.00%	50.00%
Students with Disabilities	47	43	91.49%	25.58%
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: 1/8/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76.0%	78.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/8/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/18/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	12.6%	35.8%	35.8%

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.

Last updated: 1/8/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are a vital component not only to their student's success in and out of the classroom, but our school's success as well. Parents are welcomed to attend and participate in our School Site Council, SELAC committee, and monthly Principal's Coffees. Parent volunteers are very active on campus as well, whether it be volunteering in a classroom, or helping in the library. Additionally, parents are encouraged to join and be active in our wonderful Schallenberger Home and School Association, who coordinates community-building events on campus, and organizes fundraisers to support our school's library and enrichment programs.

Please see the school website for parent meeting dates: http://www.sjusd.org/schallenberger/ or for more information please call Schallenberger at (408) 535-6253

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
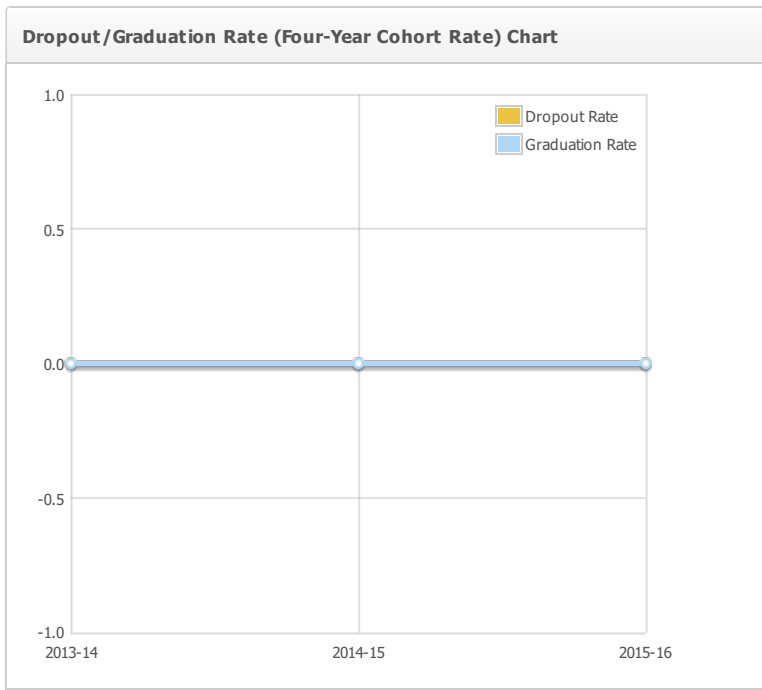
Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Student Group	School	District	State
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--

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			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1%	1.8%	1.9%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%

Suspensions

Expulsions
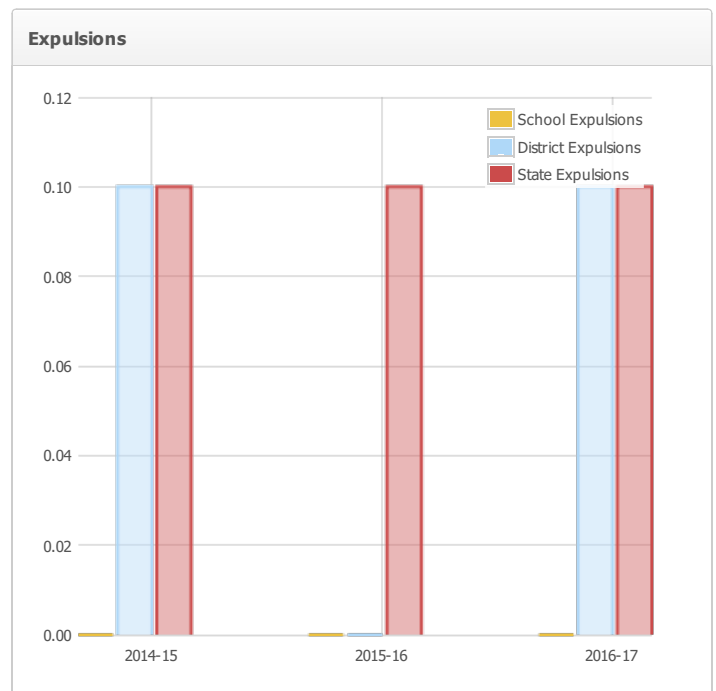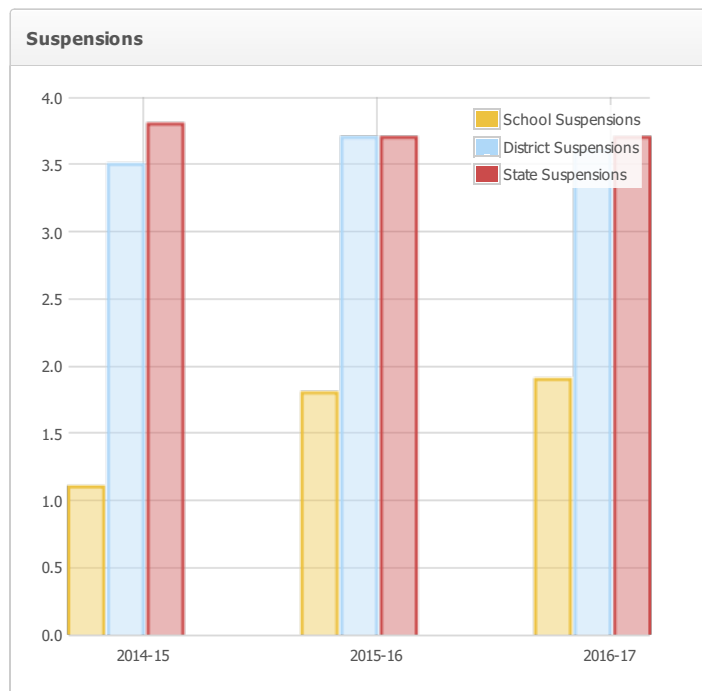
Last updated: 1/8/2018

School Safety Plan (School Year 2017-18)

Our school's safety plan is updated and reviewed yearly with our entire staff (reviewed in Sep. 2017). The plan is also reviewed yearly by our school district's Risk Management department.

Schallenberger's safety plan contains local emergency numbers, and emergency response plans specific to each of the following emergencies: Earthquake, Fire, Explosion or Threat of, Chemical Accident, Flood, Fallen Airplane, Smog Episode, Bomb Threat, Utilities Failure, Campus Unrest, Drive-by Shootings, and Hostage Situations. Staff is assigned specific roles in the event of an evacuation and search and rescue, including procedures for the safe dismissal for students from the assembly area. Drills are conducted regularly (fire drill monthly, shelter in place yearly, bomb threat yearly, utilities failure yearly) so that staff and students react as calmly as possible in the event of an actual emergency.

Last updated: 12/7/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	29.0	0	4	0	28.0	0	4	0	24.0	1	4	0
1	30.0	0	2	0	29.0	0	3	0	28.0	0	3	0
2	30.0	0	3	0	26.0	0	3	0	27.0	0	3	0
3	30.0	0	3	0	24.0	0	3	0	27.0	0	3	0
4	28.0	0	3	0	31.0	0	3	0	25.0	0	3	0
5	27.0	1	3	0	25.0	1	3	0	21.0	2	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	22.0	0	1	0

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

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.1	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: 1/24/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9977.4	$2634.4	$7343.0	$75582.5
District	N/A	N/A	$8016.2	$72711.6
Percent Difference – School Site and District	N/A	N/A	-8.8%	3.9%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	11.1%	-4.7%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

The following enrichment programs are available to all students:

-Recess 101

-Starting Arts or Montalvo Arts

-Schmal Science labs

Additionally, our site hosts a Resource Specialist Program and Non-Cat Special Day Class to serve the needs of learning disables students.

Last updated: 12/7/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,358	$47,808
Mid-Range Teacher Salary	$77,532	$73,555
Highest Teacher Salary	$93,642	$95,850
Average Principal Salary (Elementary)	$103,741	$120,448
Average Principal Salary (Middle)	$108,855	$125,592
Average Principal Salary (High)	$117,012	$138,175
Superintendent Salary	$263,799	$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/8/2018
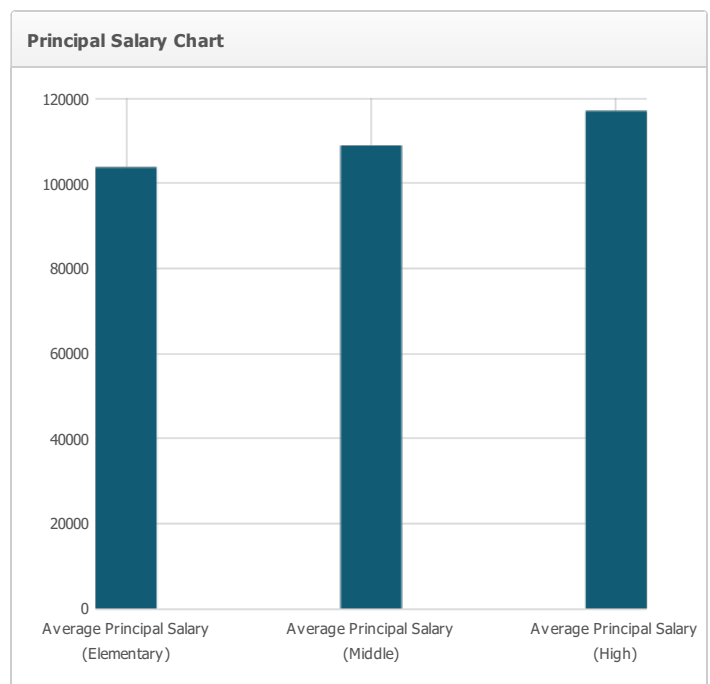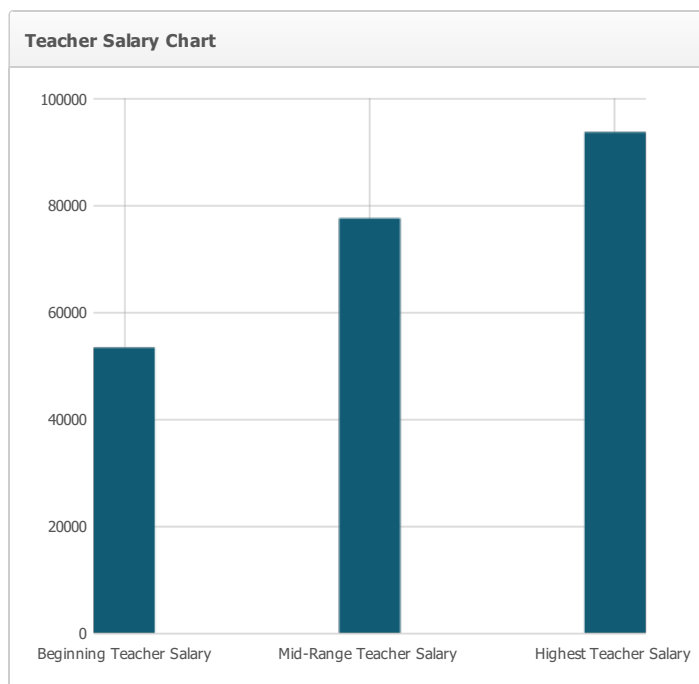
Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

Professional Development

Annually, 2 full professional growth days are provided for teachers, centering around increasing teacher proficiency with our district's instructional framework, scope and sequence, or newly adopted curriculum (Origo Stepping Stones for math).

At Schallenberger, our staff development focus has been (and continues to be) twofold: 1) Increasing teacher capacity to deliver quality small group instruction to students that show the need for support, and 2) increasing the effectiveness and frequency of strategies that benefit the academic language development of our English Learner population. These professional developments occur during our twice yearly inservice days, as well as one monthly after school training that is facilitated by our school's instructional coach. After each training, teachers select what aspects of the learning they are able to implement in their classroom immediately, and the effectiveness of these strategies is monitored by classroom walkthroughs and feedback provided by the principal. If observations reveal that the classroom practices have yet to be effectively implemented, instructional coaching support is offered to the teacher.

Last updated: 12/8/2017