

# Ernie Pyle Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Ernie Pyle Elementary
<b>Street</b>	14500 South Woodruff Ave
<b>City, State, Zip</b>	Bellflower, CA 90706-3237
<b>Phone Number</b>	562-804-6528
<b>Principal</b>	Jessica Cummings
<b>E-mail Address</b>	JCummings@busd.k12.ca.us
<b>Web Site</b>	<a href="http://www.erniepyleelementary.org/">http://www.erniepyleelementary.org/</a>
<b>CDS Code</b>	19643036011621

District Contact Information	
District Name	Bellflower Unified School District
Phone Number	(562) 866-9011
Superintendent	Tracy McSparren
E-mail Address	tmcsparren@busd.k12.ca.us
Web Site	<a href="http://www.busd.k12.ca.us">http://www.busd.k12.ca.us</a>

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

Welcome to Ernie Pyle Elementary School. We are proud of our commitment to providing an environment of educational excellence to meet the academic and social-emotional needs of students. We offer a variety of intervention strategies to help students thrive. Before, during and after school academic interventions target student’s learning needs. We are excited about our Positive Behavioral Intervention and Support plans that address both the academic and the social emotional needs of our students.

#### At Ernie Pyle, we believe that:

- Every student deserves to learn every day.
- Positive relationships and a strong sense of community connect students to learning.
- All staff who challenge and care for students make a significant impact on students’ lives.
- Standard of Excellence; Nothing less will be achieved from every individual in our learning community.

We are the Ernie Pyle Panthers. Watch us climb!

#### Vision Statement

The Ernie Pyle School learning community is dedicated to creating an environment of academic excellence. Quality educators inspire and empower students on their journey to becoming life-long compassionate learners. Educators challenge students daily to think critically in partnership with a caring community.

#### Mission Statement

Our mission is to promote a passion for learning in every student. We are committed to equipping all students with the tools necessary for academic success needed to become responsible citizens and productive members of the community.

The facilities at Ernie Pyle Elementary School include 19 regular education classrooms, two special education classrooms, a multipurpose room that also serves as the school cafeteria, a parent volunteer room, a library, a primary computer lab, State preschool program room, a dedicated science room and a resource room.

Ernie Pyle serves 504 students. Student enrollment includes a variety of ethnic backgrounds: Asian 2.2 percent, Pacific Islander .6 percent, Filipino 4.4 percent, Hispanic 73.5 percent, African-American 14.8 percent, Caucasian 2.6 percent. Students at Ernie Pyle are held to clear and high expectations. Teachers use a variety of instructional strategies to ensure that all students access the core curriculum, and the instructional program is designed so that all students are fully engaged and supported to take ownership of their learning. A variety of intervention and enrichment programs are available to help students achieve and thrive academically. Students in grades 5 and 6 participate in the district music program through participation in chorus or band and are taught by certificated music teachers. Students are given opportunities beyond the classroom setting to experience challenging and diverse learning experiences. These opportunities include participating as library monitors, cafeteria workers and being part of a leadership group on campus known as the Pyle Panther Club. Assemblies such as student of the month, perfect attendance, and a caught being good slip, “Golden Paws,” are used to positively reinforce student attendance, academic achievement and behavior. An after school program called Think Together offers support with homework and enrichment activities for students in K through 6th grades every day until 6:00 p.m. Our goal is to provide a quality education so our students become life long learners and successful in their future endeavors.

Other personnel serving the school include a school psychologist, counselor, guidance technician, two health assistants, a speech and language pathologist, and secretarial staff. We have an open door policy that encourages parent involvement to help support our instruction. All staff meets the credential requirements of the State of California. Sixty five percent of the certificated staff have advanced degrees and all teachers have pursued course work beyond their bachelor’s degree. One of our teachers has earned a Doctorate degree in education.

Staff development activities are essential for maintaining a quality education program for students. Both the site administrator and the district office personnel provide on-going, job-embedded staff development activities for teachers and classified staff. The teachers also provide staff development to their colleagues after attending staff developments provided by the district. The focus for all staff development is on strategies that help support academic achievement of all students. We believe that all students can learn and we continually strive to meet the learning needs of all students. All stakeholders of the Ernie Pyle learning community hold themselves to a “Standard of Excellence; Nothing -Less.”

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	72
Grade 1	72
Grade 2	71
Grade 3	64
Grade 4	71
Grade 5	84
Grade 6	67
<b>Total Enrollment</b>	<b>501</b>

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	14.8
American Indian or Alaska Native	1
Asian	2.2
Filipino	4.4
Hispanic or Latino	73.5
Native Hawaiian or Pacific Islander	0.6
White	2.6
Two or More Races	0.8
Socioeconomically Disadvantaged	83.2
English Learners	26.5
Students with Disabilities	11.6
Foster Youth	1

## 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
<b>With Full Credential</b>	25	22	22	588.6
<b>Without Full Credential</b>	0	0	1	7
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Education - ELA/ELD - Reading Wonders 2017 (Pre-K - 5) McGraw-Hill Education - ELA/ELD - StudySync 2017 (6th)	Yes	0
<b>Mathematics</b>	Great Minds - Eureka Math - 2014 (TK-5) Houghton Mifflin - Go Math! - 2014 (6th)	Yes	0
<b>Science</b>	Houghton Mifflin - CA Science 2007	Yes	0
<b>History-Social Science</b>	HM Harcourt - Social Studies – CA Reflections 2007	Yes	0
<b>Health</b>	HM Harcourt – CA Health/Fitness 2006	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

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

The appearance of a school’s grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school’s facilities support the special needs of all students. There are areas on campus, including the library media center, teachers’ lounges, and a teachers’ workroom, for students and staff to go for collaboration and research.

The campus has been landscaped and maintained as a park-like atmosphere for students to utilize during PE, recess, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a “No Trash” policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational.

The campus has recently upgraded the teaching technology in each classroom. Students have regular access to wired and mobile computer labs. Each classroom has digital presentation equipment with interactive software.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**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>				
<b>Year and month of the most recent FIT report: July 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		The deficiencies noted in this area during the inspection were light tubes out. This inspection was completed during the summer maintenance cycle. Light tubes were replaced as part of the end of summer maintenance routine prior to the start of the school year.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: July 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	41	35	47	48	48	48
Mathematics (grades 3-8 and 11)	24	28	29	29	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.

**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	289	288	99.65	35.42
Male	153	152	99.35	32.89
Female	136	136	100	38.24
Black or African American	46	46	100	28.26
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	63.64
Hispanic or Latino	212	212	100	34.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	251	250	99.6	32.8
English Learners	107	106	99.07	33.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students with Disabilities</b>	39	38	97.44	0
<b>Foster Youth</b>	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	289	288	99.65	28.13
<b>Male</b>	153	152	99.35	30.92
<b>Female</b>	136	136	100	25
<b>Black or African American</b>	46	46	100	26.09
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	11	11	100	63.64
<b>Hispanic or Latino</b>	212	212	100	24.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	251	250	99.6	25.2
<b>English Learners</b>	107	106	99.07	25.47
<b>Students with Disabilities</b>	39	38	97.44	0
<b>Foster Youth</b>	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	50	52	62	57	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.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.9	25.6	8.1

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.

**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)**

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school is an important role. The success of students has been the center of the school’s strategies that send the message that family involvement is essential to advance our students’ education. All family members are encouraged to attend our flag ceremony at the beginning of school on Monday’s and Fridays. During this time, we make important announcements and recognize students’ efforts and achievements. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee, and participate as parent volunteers. In order to build public confidence, newsletters, special bulletins, flyers, automated and personal phone calls and other forms of written communication elicit active participation and support for school programs.

This year parents have the opportunity to participate in the Latino Family Literacy Project and a Cerritos college parenting education computer course weekly as well as other monthly school meetings and activities.



## 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.0	0.5	0.9	5.8	6.3	4.5	3.8	3.7	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The staff, students, parents, the Parent Teacher Association (PTA), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well-being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The Safety Plan is reviewed and updated annually by staff and the Safety Committee (SSC/PAC). The school committee approves the plan each year. The plans are submitted to the District Office for review by the Assistant Superintendent and the Sheriff and approved by the Board of Education. Our most recent plan was approved January 10, 2017. Ernie Pyle meets its obligation to provide support systems that promote the health and safety of students and adults alike.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2012-2013	2011-2012
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	6
<b>Percent of Schools Currently in Program Improvement</b>	N/A	75

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15				2015-16				2016-17			
	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	22		4		23	1	3		24		3	
1	24		3		23		3		22		3	
2	24		3		20	1	2		23		3	
3	21	1	4		23		3		18	4		
4	30		2		26		3		34			2
5	26		3		26		2		27		3	
6	27	1		2	25	1	3		25	1	2	
Other					10	1						

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

**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		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	2.0	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7839	2726	5113	69681
District	N/A	N/A	9143	\$75,922
Percent Difference: School Site and District	N/A	N/A	-56.5	-8.6
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-25.0	-11.0

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

## Types of Services Funded (Fiscal Year 2016-17)

The average daily attendance dollars cited in the table above provide services budgeted from the general fund, including regular classroom instruction and support, special education, counseling, psychology, child welfare and attendance, and program assessment. Title I funds provide supplemental services and resources schoolwide to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Supplemental services and resources for English learners have been funded with EIA and Title III dollars to assist English learners in attaining English proficiency, developing high levels of academic attainment in English, and meeting the same challenging state academic standards as all other students. ASES funds support after-school programming which includes literacy, academic enrichment and safe constructive environment alternatives during non-school hours for students in kindergarten through sixth grade. Caring Connections community services provides supplemental resources to students and families and no cost State Preschool services are available to qualifying families residing throughout the district.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,198	\$48,522
Mid-Range Teacher Salary	\$73,563	\$75,065
Highest Teacher Salary	\$90,274	\$94,688
Average Principal Salary (Elementary)	\$119,421	\$119,876
Average Principal Salary (Middle)		\$126,749
Average Principal Salary (High)	\$141,135	\$135,830
Superintendent Salary	\$219,921	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 activities are essential to the maintenance of a quality educational program for all students. Staff development is based on the assessed needs of the school personnel. Training opportunities include Common Core State Standards in both language arts and mathematics, NGSS, IEP/SEIS, special education strategies, ELD, and technology integration.

The district has also provided shortened days for schools to use for school-based planning and professional development activities. Additionally, the district has added 60 hours of collaborative planning time throughout the school year. The school-based instructional time and staff development program has addressed technology-based instruction; early literacy, shared decision-making, the utilization of standardized tests in the instructional program, and instruction for targeted and/or underachieving subgroups.