

# Shelyn Elementary School

## 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>	Shelyn Elementary School
<b>Street</b>	19500 East Nacora Street
<b>City, State, Zip</b>	Rowland Heights, CA 91748
<b>Phone Number</b>	(909) 444-0584
<b>Principal</b>	Sarah Opatkiewicz
<b>E-mail Address</b>	sopatkiewicz@rowlandschools.org
<b>Web Site</b>	<a href="http://www.shelynschool.org/">http://www.shelynschool.org/</a>
<b>CDS Code</b>	19-73452-6022362

<b>District Contact Information</b>	
<b>District Name</b>	Rowland Unified School District
<b>Phone Number</b>	(626) 965-2541
<b>Superintendent</b>	Julie Mitchell, Ed.D.
<b>E-mail Address</b>	jmittchell@rowlandschools.org
<b>Web Site</b>	www.rowlandschools.org

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

Shelyn Elementary is one of 20 Rowland Unified School District sites. Built in 1969, Shelyn serves 425 students in transitional kindergarten through sixth grade. The demographic structure of Shelyn Elementary is approximately 44% Asian, 38% Hispanic or Latino, 9% Filipino, 5% White, 1% African American and 3% other ethnicities including multiple. Approximately 23% of students are English Learners and 16% are Students with Disabilities.

At Shelyn Elementary, we believe that all children have a right to opportunities that allow them to demonstrate critical thinking, creativity, collaboration and communication. To this end, we strive to create lifelong learners by guiding each child to reach their full potential to compete in a global society in a confident, capable and compassionate manner by providing challenging, cooperative, problem-based learning activities that enable students to apply their knowledge to real-life applications.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	83
Grade 1	40
Grade 2	58
Grade 3	55
Grade 4	45
Grade 5	65
Grade 6	70
Grade 7	1
<b>Total Enrollment</b>	<b>417</b>

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.4
American Indian or Alaska Native	0
Asian	41.2
Filipino	7.7
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	1
White	4.3
Two or More Races	2.2
Socioeconomically Disadvantaged	61.4
English Learners	27.3
Students with Disabilities	18.5
Foster Youth	0.7

## 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>	20	21	22	22
<b>Without Full Credential</b>	0	0	0	0
<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:** August, 2016

All textbooks and other classrooms resources are purchased from the state-approved textbook lists that meet California grade-level content standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-: McGrawHill ~ World of Wonder Copyright 2016 GrK-5 ELA: Benchmark Language Arts/ELD Copyright 2016 Gr6-8 ELA: Pearson Language Arts/ELD Copyright 2016	Yes	0.0
<b>Mathematics</b>	GrK-5 Math: Houghton Mifflin Harcourt Gr6-8 Math: Big Ideas Learning Mathematics, Course 1: Numbers to Algebra, Student Edition, Copyright 2008	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Grades K-5: Houghton Mifflin Company, Houghton Mifflin California Science, William Badders and Others, Copyright 2007  Grades 6-8: CPO Science CPO Focus on Earth, CPO Writing Team Student Book Set Student Textbook - Volume 1 Investigative Manual - Volume II, Copyright 2007	Yes	0.0
<b>History-Social Science</b>	Grades K-5: Harcourt Harcourt Reflections, Copyright 2007  Grade 6 : McDougal Littell World History: Ancient Civilizations, Copyright 2006	Yes	0.0

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

The district's core values of safety and excellence are manifested in our commitment to provide the best maintained and cleanest facilities possible.

School site inspections are conducted on a regular basis to assess cleanliness and safety at all district sites.

Work associated with the district's measure R 2006 bond program is near completion. During the 2013-2014 school year, extensive renovations took place at many of our district schools. These renovations included:

- New casework in classrooms
- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- New intercom systems
- New door hardware for enhanced security

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities and custodial manager. This process includes evaluation of new cleaning products, equipment, and procedures.

Maintenance work is timely, with health, life, and safety issues taking the highest priority.

Accommodations made for new testing assessment centers for common core.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 19, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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			few lights out ~ corrected
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			drinking fountain low pressure- work order in process
<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			new playground perimeter fencing installed

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

Year and month of the most recent FIT report: October 19, 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)	52	49	51	49	48	48
Mathematics (grades 3-8 and 11)	49	51	39	39	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	240	229	95.42	49.34
Male	132	124	93.94	43.55
Female	108	105	97.22	56.19
Asian	111	106	95.5	62.26
Filipino	15	15	100	40
Hispanic or Latino	92	87	94.57	32.18
White	11	11	100	54.55
Socioeconomically Disadvantaged	143	138	96.5	42.03
English Learners	96	88	91.67	39.77
Students with Disabilities	57	54	94.74	7.41

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
All Students	240	236	98.33	51.27
Male	132	129	97.73	43.41
Female	108	107	99.07	60.75
Asian	111	111	100	69.37
Filipino	15	15	100	33.33
Hispanic or Latino	92	89	96.74	29.21
White	11	11	100	54.55
Socioeconomically Disadvantaged	143	141	98.6	43.26
English Learners	96	95	98.96	52.63
Students with Disabilities	57	54	94.74	7.41

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
Science (grades 5, 8, and 10)	62	64	59	53	60	56

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	23	19.7	24.6

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)

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Contact person and phone number, Sarah Opatkiewicz, Principal: (909) 444-0584

Parents and other community members are integral partners in accomplishing our school vision. We believe that through these partnerships all children will acquire the foundations of an enriching education and the social qualities and character traits needed to be responsible citizens and contributing members to society. We welcome and encourage parents to visit, volunteer, attend parent education sessions and to provide input for decision-making. Through our School Site Council, English Language Advisory Committee and very active PTA, parents are provided the forum to discuss, brainstorm and give input on ways to positively impact student achievement and improve their child's educational experience.

Programs and opportunities for parent involvement include: Kindergarten Parent tours, Back-to-School Night, GATE Annual Parent Meeting, School Site Council, English Learner Advisory Council, Parent Conferences, Open House, Book Character Parade, PTA Fundraisers, Classroom Performances, Book Fairs and Family Nights.

FOR US Foundation: The FOR US Foundation is a non-profit educational foundation that raises fund for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips and academic enrichment 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
Suspensions	0.63	1.14	1.12	2.56	3.15	2.55	3.79	3.65	3.65
Expulsions	0	0	0	0	0.01	0.08	0.09	0.09	0.09

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

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Once again, the California Department of Education's Safe Schools Assessment Program has designated Rowland Unified as among the safest school districts in the East San Gabriel Valley. As one of the district's core values, student and staff safety is kept in the forefront of all decision-making.

Shelyn's Safety Plan was reviewed, updated and discussed with school faculty in August, 2017 and school advisory boards and councils in October, 2017 prior to the statewide California Great Shakeout Earthquake drill. The Plan is approved annually by the Board of Education in March.

In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools.

The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed.

Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety.



Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units - that can detect even the minutest traces of drugs, gunpowder, and other illegal substances - regularly inspect classrooms, desks and lockers to deter students from negative activity.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- All campuses are closed; security fencing ensures students are safe and secure on school grounds. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus.
- School site safety plans safeguard the well being of students and staff. All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.
- New phone, fire alarm, intercom and other communications systems have been installed at all schools. The new phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- Strictly enforced dress code policies keep students focused on the business of learning.
- Thanks to the passage of Measure R, a \$70 million general obligation bond, the district will continue to invest in safety improvements on all campuses. Modernization efforts include the removal of asbestos, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras.

## 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	11
Percent of Schools Currently in Program Improvement	N/A	68.8

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+
<b>K</b>	21	1	2		15	5	1		19	3	4	
<b>1</b>	22		2		14	3			24		1	
<b>2</b>	22		2		14	2	2		21	1	2	
<b>3</b>	16	4			16	2	2		14	2	2	
<b>4</b>	35			2	14	3	2		19	1	1	
<b>5</b>	21	1	2		17	2	1	1	17	4	1	1
<b>6</b>	21	2	2		14	3	2		14	3	2	
<b>Other</b>	10	1			10	3			9	3		

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
<b>Academic Counselor</b>	0.0	0.0
<b>Counselor (Social/Behavioral or Career Development)</b>	0.0	N/A
<b>Library Media Teacher (Librarian)</b>	0.0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	N/A
<b>Psychologist</b>	1.20	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.10	N/A
<b>Speech/Language/Hearing Specialist</b>	1.40	N/A
<b>Resource Specialist</b>	1.0	N/A
<b>Other</b>	1.0	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	
<b>School Site</b>	\$8,981	\$2,921	\$6,060	\$90,853
<b>District</b>	N/A	N/A	\$4,945	\$82,902
<b>Percent Difference: School Site and District</b>	N/A	N/A	22.5	17.5
<b>State</b>	N/A	N/A	\$6,574	\$77,824
<b>Percent Difference: School Site and State</b>	N/A	N/A	6.7	22.4

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

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

The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California and provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies.

These include but are not limited to the following:

Gifted and Talented Education - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips.

Advanced Placement classes - a variety of arts-related activities, honor societies, after school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students. International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program.

Last year many students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

Family Resource Center (FRC) - The FRC provides an array of social services such as parent education, provider education, and parent and child interactive programs, along with health and support services.

6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

Transitional Kindergarten - Transitional kindergarten allows for pre-kindergarten age students to receive instruction in a classroom that is commensurate with their age and ability level.

Technology - Access to technology is woven into the curriculum, and the graduation requirements. Most classrooms have computer stations, as well as other technology that supports classroom learning. Structured computer lab time ensures that students are well-versed and practiced in using today's technology for homework, classroom projects, and research.

M.I.N.D. Institute - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

Advancement Via Individual Determination (AVID) - a college preparatory program that holds students accountable to the highest standards and provides academic and social support. AVID brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

Community Day School - Small class sizes enable teachers in RUSD's three Community Day School classrooms to provide personalized instruction to students, in grades 7 through 12, who have discipline/attendance problems. This class format enables students to improve their grades, make up credits, and improve their school attendance and return to their home school.

Summer School Programs for students at the Elementary and Secondary levels.

Supplemental educational services (SES) were provided under a school's federal accountability PI status. Additional academic instruction was provided outside of the regular school day and designed to increase the academic achievement of students attending these schools.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,484	\$48,522
Mid-Range Teacher Salary	\$77,961	\$75,065
Highest Teacher Salary	\$100,125	\$94,688
Average Principal Salary (Elementary)	\$131,005	\$119,876
Average Principal Salary (Middle)	\$134,917	\$126,749
Average Principal Salary (High)	\$142,741	\$135,830
Superintendent Salary	\$255,319	\$232,390
Percent of Budget for Teacher Salaries	37%	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)**

The Rowland Unified School District’s major areas of focus for professional development are the District’s Essential Priorities for Teaching and Learning: Strengthen Best First Instruction and RTI 2, Implement Districtwide Agreements about Efficacious Instruction, Build Cultural Proficiency Across the System to Foster and Sustain Literacy Improvement for Whole Systems Change. The major professional development initiatives include focusing on 21st century skills as the overarching premise while developing the following:

- Unpacking the Next Generation Science Standards
- Defining First Best Instruction through the RUSD Framework for Efficacious Instruction and training on skills-based and inquiry-based models
- Integrating Technology into Instruction Reflecting on and Improving Practice through Instructional Rounds
- Providing New Teacher Support
- Implementing Literacy Interventions of iRead and System 44 Expanding Advancement Via Individual Determination Program training

The professional learning described includes processes and structures to promote organizational learning and connectedness. Instructional coaches support TK-12 teachers, site teams, and site leadership with modeling of lessons, supporting through the coaching cycle, planning lessons, reflecting on lessons after delivery, lesson design, and incorporating best practices and research based effective learning strategies.