

# **E. L. Musick Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	E. L. Musick Elementary School
Street	5735 Musick Ave.
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-4000
Principal	Amanda Golliher
Email Address	agolliher@newarkunified.org
Website	<a href="http://musick.newarkunified.org/">http://musick.newarkunified.org/</a>
County-District-School (CDS) Code	01-61234-6001457

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
Website	<a href="http://www.newarkunified.org">www.newarkunified.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Musick Elementary and Preschool is nestled in the heart of the Bay Area's best kept secret, the city of Newark. Newark is home to over 40,000 people. This 150-year-old community boasts the benefits of a "big city" life while offering the comfort and safety of a small-town atmosphere. This small-town feel is most evident in the Newark Unified School District. NUSD is comprised of eight small neighborhood elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world-class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Musick is the smallest of the eight elementary schools in NUSD, but what we lack in size we make up for in heart. We believe that every student has the right to learn in a warm, caring, safe, and productive environment. We pride ourselves in building acceptance, creating environments where culture is valued, and recognizing that our differences make us stronger. Musick School celebrates our diverse population of learners and sees our diversity as one of our biggest strengths. As a community of parents, students, and educators, Musick School seeks to continually improve and enhance the academic environment in which our children learn and grow.

Most important to our students' success is our home-school partnerships. Parents are not only welcomed but are actively recruited to be involved in their student's educational experiences. We have a growing PTA, a proactive ELAC, and a collaborative SSC guiding our school in providing an outstanding learning experience for every student.

It is Musick's mission to provide a learning environment that is conducive to educating our young people and that encourages the desire to learn. Musick Elementary is the home of our district preschool serving students 3-5 years old. Students in Kindergarten through Sixth grade are provided rigorous instruction in all the academic areas using Common Core State Standards (CCSS). The school also provides specialized services to English Learners and Students with Disabilities. Interventions are implemented throughout the day and after school in the content areas of English Language Arts and mathematics. State and federal accountability reports demonstrate the continued academic progress and the areas where we can continue to grow and improve.

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	67
<b>Grade 1</b>	37
<b>Grade 2</b>	42
<b>Grade 3</b>	41
<b>Grade 4</b>	31
<b>Grade 5</b>	31
<b>Grade 6</b>	25
<b>Total Enrollment</b>	274

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.5
<b>Asian</b>	16.8
<b>Filipino</b>	6.9
<b>Hispanic or Latino</b>	58.4
<b>Native Hawaiian or Pacific Islander</b>	1.8
<b>White</b>	10.6
<b>Two or More Races</b>	2.6
<b>Socioeconomically Disadvantaged</b>	57.3
<b>English Learners</b>	37.6
<b>Students with Disabilities</b>	17.9
<b>Homeless</b>	5.1

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	10	19	279
Without Full Credential	0	1	2	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 4/17/2018

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
Science	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	100% availability of History-Social Science for California, Scott Foresman, approved	Yes	0%
Health	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%

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

## School Facility Conditions and Planned Improvements

Musick was built in several phases beginning in 1956 with modernization through 2003. With the passing of the bond and Prop 39, the District has begun assessing all sites to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 10/29/2020**

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 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)**

Newark Unified School District has a tremendous amount of parent and community support, and there are many groups that provide support to the schools, students, and programs in the district. The Musick Parent, Teacher Association (PTA) is engaged in fundraising, open houses, and celebration festivities that support families in seeking connections with our school. Parents and community members are encouraged to volunteer as tutors, classroom helpers, and teacher and student partners. There are also opportunities that offer family outreach programs/classes. In addition to parents, AARP (Association of American Retired Persons) members volunteer in the classrooms. Community members and parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the district, including:

- School/District English Learner Advisory Committees
- PTA
- School Site Council
- Classroom volunteering
- Office volunteering for special projects

Please contact the school office for more information on opportunities for parent involvement.



## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	2.4	4.2	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Safety is our #1 priority. When students feel safe at school, they can focus on learning. Staff monitors the school grounds ten minutes before and fifteen minutes after school and at all recesses and lunchtimes. Teachers supervise after school for 15 minutes while students wait for their parents or guardians. Noon Supervisors monitor recess and lunchtime to ensure that students are safe and respectful to each other. Teachers regularly review the rules for safe, responsible behavior in school and on the playground with their classes.

Visitors are directed to enter and exit the campus through the front office door and sign in and out. They receive a white one time use stick-on tag to wear throughout their stay. We review being safe from dangerous incidents, as well as lock-down procedures with staff and students, and publish our drill purpose and plan on DOJO and our Website.

Musick revises our Disaster Preparedness Plan annually. The Safety Plan was last revised in the spring of 2020. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school-wide staff meeting. We practice fire drills every month and earthquake drills and lockdown drills bimonthly. All personnel has a disaster assignment: supervise children, search and rescue, first aid, record keeping, communication, etc. We are well prepared!

During the COVID-19 pandemic, Musick School is following the district's Safety Plan ensuring that our students, staff, and families are provided a safe and healthy environment for learning.

## 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		2		18	3	1		19	1	2	
1	25		2		20	2			25		1	
2	24		1		21		2		21		1	
3	23		2		14	3			25		1	
4	30		1		32		1		31		1	
5	31		1		25		1		31		1	
6	28		2		31		1		25		1	
Other**	12	1							15	3	1	

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15579	7082	8497	92991
District	N/A	N/A	8027	\$88,267
Percent Difference - School Site and District	N/A	N/A	5.7	5.2
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	9.2	16.0

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

### Types of Services Funded (Fiscal Year 2019-2020)

Musick School receives LCFF and Title I funding to engage and support students through a multiplicity of supplemental support programs and resources. As outlined in our school SPSA, these funds are used for an intervention teacher, an instructional aide, additional teacher collaboration and intervention planning, technology, professional development, state-adopted curriculum, supplemental materials as needed as well as materials and supplies to meet the needs of students in order to close the achievement gap and ensure equity for all children.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,963	\$49,782
Mid-Range Teacher Salary	\$85,991	\$76,851
Highest Teacher Salary	\$107,487	\$97,722
Average Principal Salary (Elementary)	\$132,857	\$121,304
Average Principal Salary (Middle)	\$138,183	\$128,629
Average Principal Salary (High)	\$148,159	\$141,235
Superintendent Salary	\$239,859	\$233,396
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	12

At Musick School, student achievement data was used to determine focus areas of English Language Arts, English Language Development, and the support of our students with special needs.

English Language Arts (ELA): Teachers were provided the opportunity to participate in a week-long writing institute using Lucy Calkins' Units of Study. Teachers were provided with the opportunity to participate to be trained in using the reading assessment called DRA2 (Developmental Reading Assessment). These training events were addressing the need to support and engage students in meeting Common Core State Standards for English Language Arts. Additionally, Musick participated in writing coaching with West Coast Literacy Project.

Mathematics: Teacher teams have participated in SVMl conferences to support best practices in math instruction to support our new curriculum. All teachers have received district-wide training in implementing and utilizing the newly adopted math curriculum. Musick teams are also developing in their math Professional learning communities. Additionally, we are now providing coaching to all teachers TK-6th.

English Language Development (ELD): Teachers grades K- 6 have participated in after school workshops examining the new ELD standards and shifts. Teachers in grades 3-6 have participated in training and coaching that supports our Accelerated English Language program designed to meet the needs of our EL students. Our team is now shifting to implementing the SEAL model. Our TK-1 grade team has participated in multiple training days.

Students with Special Needs: Special education teachers have participated in CPI and SONDAY systems training. Additionally, special education teachers have begun training in using Imagine Learning to meet the needs of our students with IEP's during remote learning.

To address our school culture and community, our team has participated in year 1 PBIS training. Continued training and support of the program is projected.

All Focus Areas: Teams of teachers have participated in Response to Intervention Conferences addressing a tiered intervention program designed to support all learners. Additionally, Newark Unified School District partnered with BaySci in order to provide staff development in Academic Vocabulary and literacy using the science curriculum as the conduit. Foss Kit training for science curriculum implementation occurred throughout the 2019-2020 year and teachers collaborate with the Science Resource Teacher to refine the work that occurs in the lab setting, as well as the extensions of those labs in the classroom setting.

Technology: All teachers PS - 6th grade have participated in professional development surrounding effective synchronous and asynchronous lesson planning. Additionally, they have been given training using a variety of digital resources and tools such as Google Suite, Nearpod, Screencastify.

Professional Development Days are provided each year. For the last three years(2017-2018, 2018-2019, and 2019-2020) two days of professional development were offered. In the 2020-2021 school year, while implementing remote and hybrid learning, at least 1 day a month will be utilized for professional development surrounding utilizing digital tools and technology to instruct students.