Golden Oak Community

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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.

Mrs. Gretchen Lupica, Principal

📍 Principal, Golden Oak Community

About Our School

Welcome to Golden Oak Community School where students achieving their greatest potential is our collaborative purpose.

Golden Oak Community School has an amazing school climate. We have a caring staff dedicated to educating students in a safe, welcoming learning environment. Our students understand that we are WISE Owls, based on our Winning attitude, Integrity, ability to Show respect and responsibility, and by Encouraging others. At Golden Oak, we offer a rigorous academic curriculum to meet the needs of all levels of students and enhance student success. Through the use of a variety of instructional materials, including a plethora of technology, we work in collaborative environments to build the foundational skills necessary to support students throughout their academic careers and beyond.

As principal of Golden Oak, I strive to create a successful school community, supporting the educational and social-emotional needs of the students based on the comprehensive support of students, parents, and staff.

Contact

Golden Oak Community
25201 Via Princessa
Santa Clarita, CA 91321-1429

Phone: 661-251-8929
E-mail: glupica@sssd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Golden Oak Community
Street	25201 Via Princessa
City, State, Zip	Santa Clarita, Ca, 91321-1429
Phone Number	661-251-8929
Principal	Mrs. Gretchen Lupica, Principal
E-mail Address	glupica@sssd.k12.ca.us
Web Site https://www.sssd.k12.ca.us/site/Default.aspx?PageI	
County-District-School (CDS) Code	19650450116616

Last updated: 12/12/2018

School Description and Mission Statement (School Year 2018—19)

Golden Oak Community School, established in 2008, had 549 students enrolled at the beginning of the 2017-2018 school year. Approximately 30% of the student population participates in the Free & Reduced Lunch Program and 8% of our students have a first language that is other than English. Golden Oak is proud of the state of the art technology present in all classrooms, including the computer and science labs, allowing the students at Golden Oak to develop as 21st Century Learners.

Golden Oak Community School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, produce responsible and lifelong scholars, and are responsive to the needs of a diverse student, parent, and community population. We commit to a comprehensive system of support to ensure these outcomes.

Golden Oak Community School's vision and mission is to deliver a challenging curriculum that is based on the California State Standards. Instruction is guided by grade level common assessments identifying the current level of student learning. Grade level teachers collaboratively plan lessons to meet the individual student needs. The effective use of a wide range of teaching strategies and a variety of high quality, readily available materials allow the highly qualified teachers to bring the curriculum to life.

For the 2017-18 school year, Golden Oak employed 20 general education teachers in our Transitional Kindergarten through Sixth Grade. Student learning is supported by a
60% Speech and Language Pathologist, a 60% Resource Specialist Program Teacher, and a 40% School Psychologist. Classified employees include a part time Library Resource Technician, a part time Computer Lab Technician and a Science Lab Technician.

Students at Golden Oak are recognized for their dedication to academics and character development through Caught Being Good slips, monthly academic and character awards, and a weekly principal's award titled "The Wise Owl Award."

Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. There is a strong partnership between school personnel and the PTA, with a shared common goal of inspiring students to be their personal best.

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	74
Grade 1	77
Grade 2	75
Grade 3	77
Grade 4	76
Grade 5	81
Grade 6	89
Total Enrollment	549
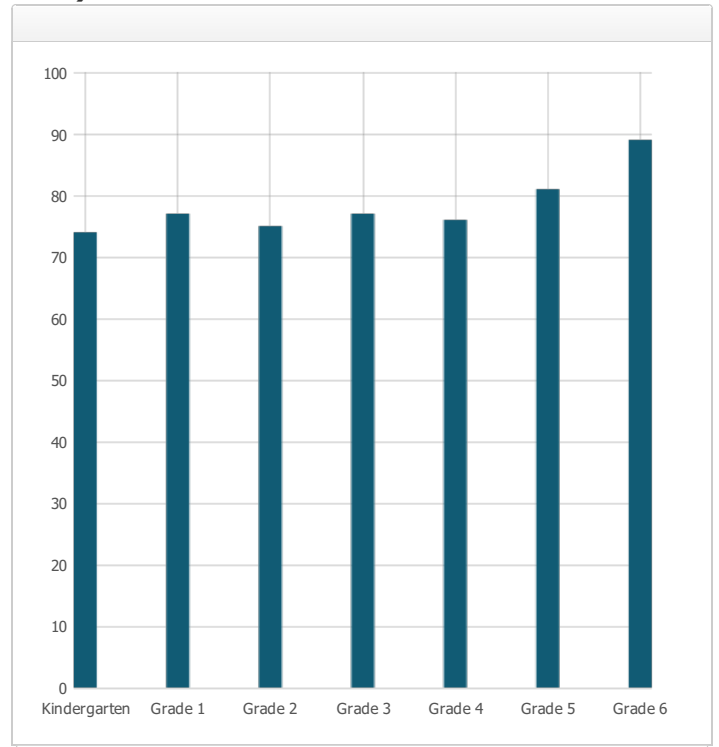
Last updated: 12/12/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	6.4 %
American Indian or Alaska Native	0.2 %
Asian	15.5 %
Filipino	0.2 %
Hispanic or Latino	39.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	32.6 %
Two or More Races	5.3 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.6 %
English Learners	7.7 %
Students with Disabilities	6.8 %
Foster Youth	%

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	22	22	21	246
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
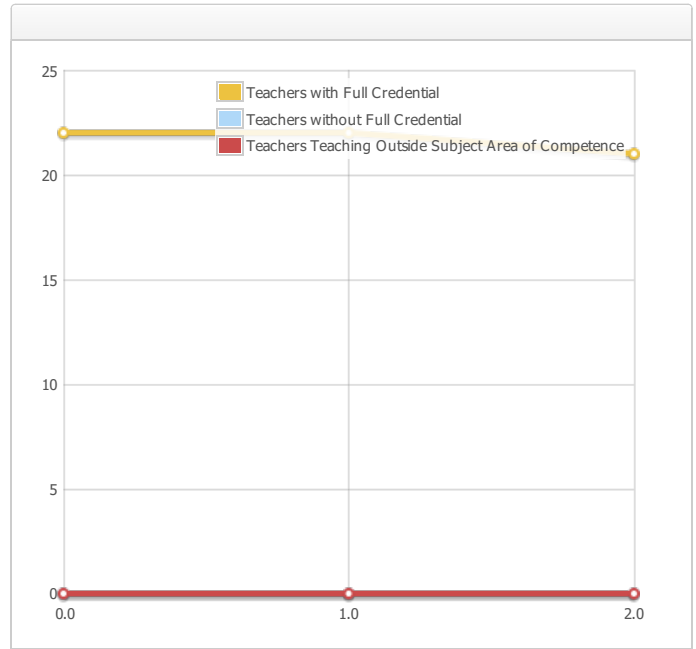
Last updated: 1/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
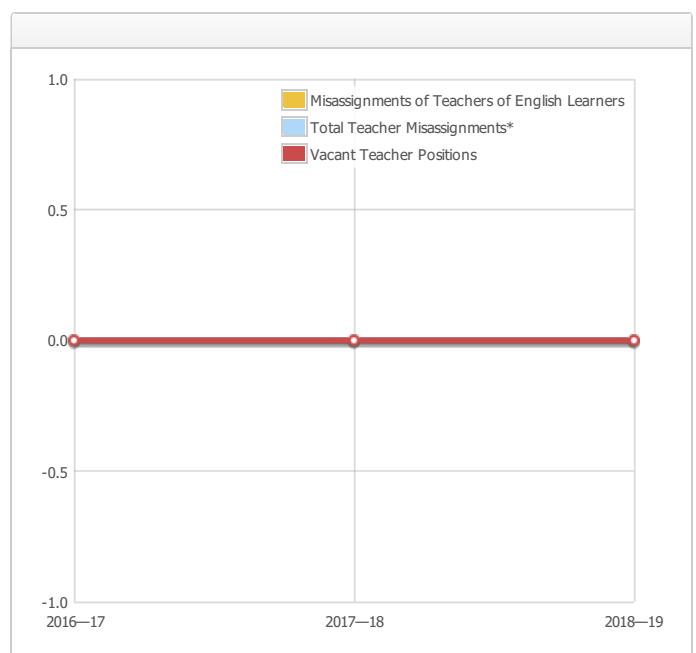
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/2/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	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: 1/4/2019

School Facility Conditions and Planned Improvements

Golden Oak Community School is, overall, in the Good range with a score of 98.78. Each of the sub-sections from A-H fell into the Good Category as well, ranging from 94.4%-100%.

There are currently no planned or recently completed facility improvements.

The site is in very good condition. A roof leak and window leak will be addressed. Other minor repairs include replacing stained ceiling tiles, light bulbs, and ballast. It also includes adjusting the drinking fountains.

Last updated: 12/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	• Stained ceiling tiles will be changed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	• Light bulbs will be changed • Ballasts will be changed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	• Drinking fountains will be adjusted
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	• Roof leak will be addressed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	• Window leak will be addressed

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good

Last updated: 12/5/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	70.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	56.0%	49.0%	50.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/2/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	325	99.09%	70.37%
Male	175	172	98.29%	66.86%
Female	153	153	100.00%	74.34%
Black or African American	22	22	100.00%	63.64%
American Indian or Alaska Native				
Asian	36	36	100.00%	80.56%
Filipino	12	12	100.00%	91.67%
Hispanic or Latino	127	126	99.21%	65.87%
Native Hawaiian or Pacific Islander	--	--	--	
White	113	111	98.23%	71.82%
Two or More Races	17	17	100.00%	64.71%
Socioeconomically Disadvantaged	90	89	98.89%	52.81%
English Learners	58	57	98.28%	63.16%
Students with Disabilities	21	21	100.00%	35.00%
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: 1/2/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	326	99.39%	56.13%
Male	175	173	98.86%	58.96%
Female	153	153	100.00%	52.94%
Black or African American	22	22	100.00%	40.91%
American Indian or Alaska Native				
Asian	36	36	100.00%	69.44%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	127	126	99.21%	53.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	113	112	99.12%	51.79%
Two or More Races	17	17	100.00%	76.47%
Socioeconomically Disadvantaged	90	90	100.00%	42.22%
English Learners	58	58	100.00%	48.28%
Students with Disabilities	21	21	100.00%	33.33%
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: 1/2/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/2/2019

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 2017—18)

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	15.9%	30.5%	29.3%

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: 1/2/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Golden Oak Community School is very fortunate to have a strong volunteer corps. Golden Oak is fortunate to have over 200 parent volunteers who can be found on campus daily. Parents are able to volunteer in the classroom, in the science lab, at school events, on field trips, and at a wide range of PTA events.

Some of the PTA events that allow parents to voluteer or attend with their children include: Book Fairs, Fall Festival, Family Fun Nights (including Parent/Child events and Family Nights Out), Holiday Boutique, and Red Ribbon Week, just to name a few.

For parent committess, we have our School Site Council and our English Learner Advisory Council. These groups provide elected parent representatives to give input on our School Plan, School Budget and School Safety Plan.

Additionally, parents are invited to the school for events such as Back to School Night, Open House, GATE Night, grade level performances, Parent Conferences, monthly awards assemblies, AR awards assemblies, Family Educational Nights, and parent workshops.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
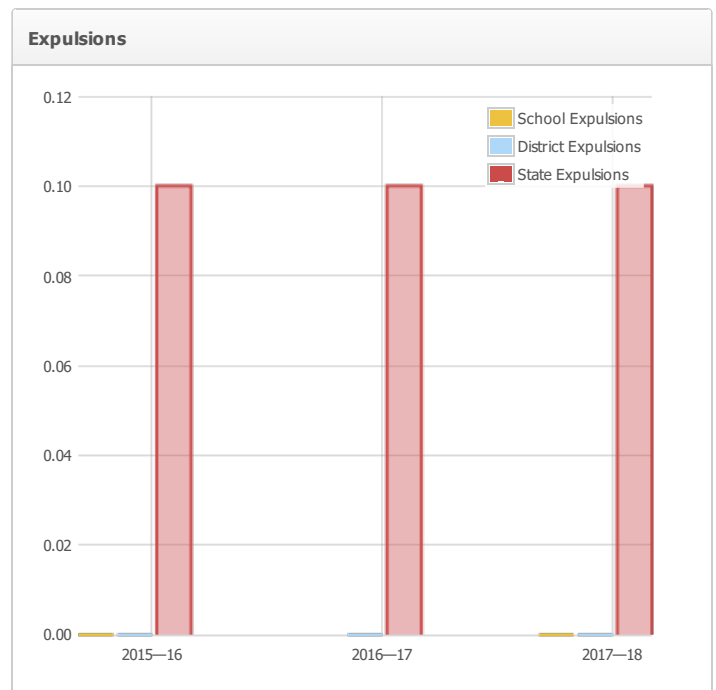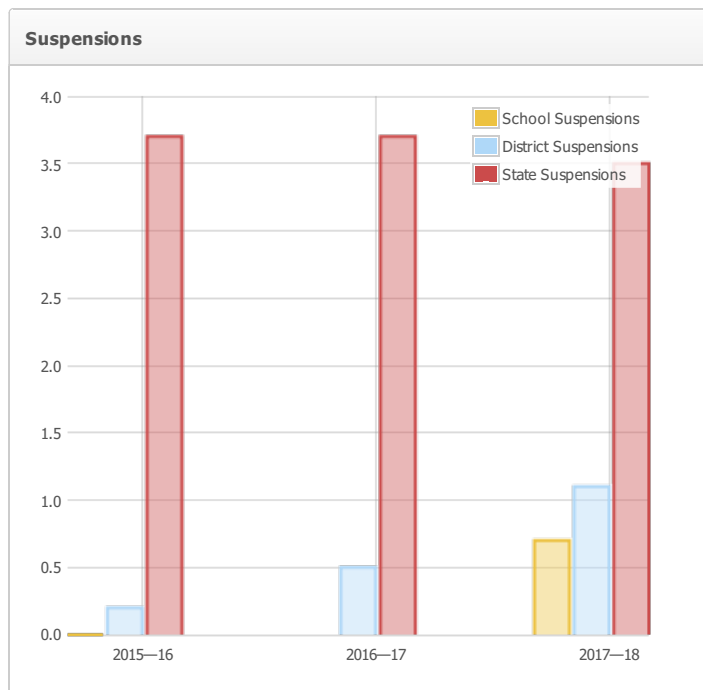- High school graduation rates

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	--	0.7%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions

Last updated: 1/2/2019

School Safety Plan (School Year 2018—19)

While the 2017/2018 plan was reviewed and updated at the February 2018 School Site Council meeting, Golden Oak's School Safety Plan is continually monitored for areas of improvement and/or change. The Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm.

The School Safety Plan includes:
-School disaster procedures
-A school-wide positive behavior and discipline plan, including Fill Your Bucket
-Guidelines to promote safe student and staff transitions including: ingress and egress of buildings, as well as travel to and from school
-District and community resources for students and parents
-Guidelines to promote a safe environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

Last updated: 1/2/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	25.0		3	
2	24.0		3	
3	25.0		3	
4	33.0		1	1
5	34.0		1	2
6	35.0			3
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1	26.0		3	
2	25.0		3	
3	25.0		3	
4	35.0			2
5	32.0		2	1
6	29.0		3	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1	25.0		3	
2	25.0		3	
3	26.0		3	
4	27.0		2	
5	32.0		3	
6	31.0		2	1
Other**				

* 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.

Last updated: 1/2/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.1	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 1/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5402.2	$343.7	$5058.6	$75575.3
District	N/A	N/A	$5062.9	$74685.0
Percent Difference − School Site and District	N/A	N/A	-0.1%	1.2%
State	N/A	N/A	$6574.0	$80910.0
Percent Difference − School Site and State	N/A	N/A	23.0%	-7.0%

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

Last updated: 12/13/2018

Types of Services Funded (Fiscal Year 2017—18)

High Achieving (gifted and talented) students receive differentiation within the general education classrooms. Teachers have received training in depth and complexity. Further, GATE Lead Teachers assist in developing lessons that meet the needs of the entire class and provide opportunities for students to be challenged within the classroom. Services provided include additional reading support delivered by teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$50,084
Mid-Range Teacher Salary	$66,876	$80,256
Highest Teacher Salary	$88,426	$100,154
Average Principal Salary (Elementary)	$110,251	$125,899
Average Principal Salary (Middle)	$	$130,255
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$180,000	$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
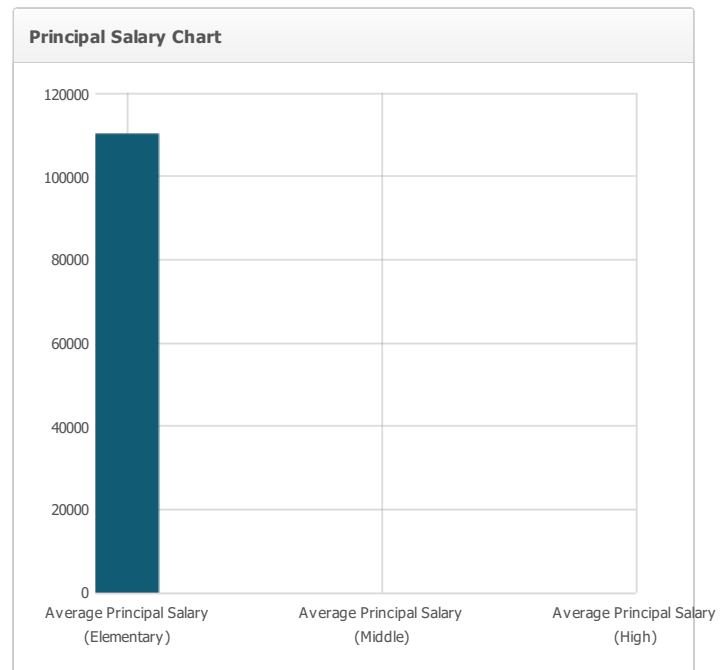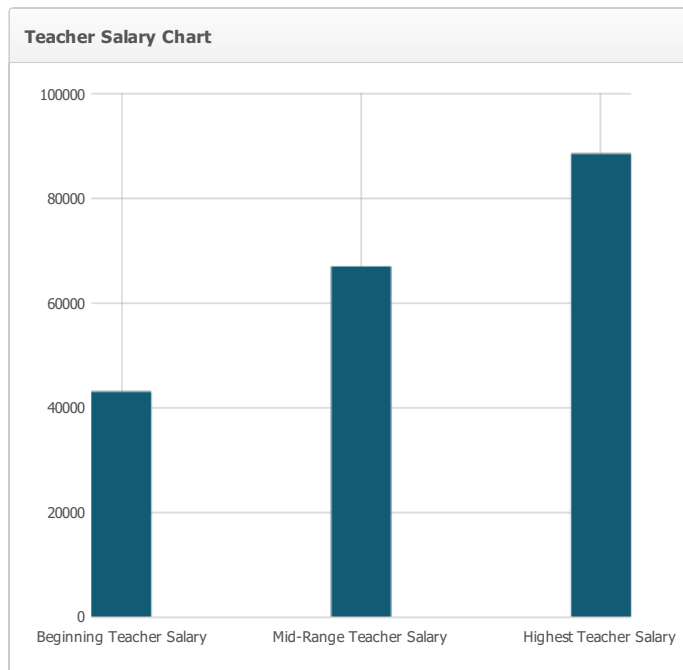
Last updated: 1/2/2019

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs. The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training

based on the specific needs of their assignment.

The Sulphur Springs Union School District and Golden Oak Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provide numerous professional development opportunities throughout the year: during weekly Arts Enrichment rotations, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include staff development, grade level collaborative planning, and student data analysis. A focus of professional development this year includes support of our English Language Arts series, focusing on lesson development and implementation, English Language Development for our English Learners, and technology integration. Additionally we are focusing on Next Generation Science Standards.

Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/2/2019