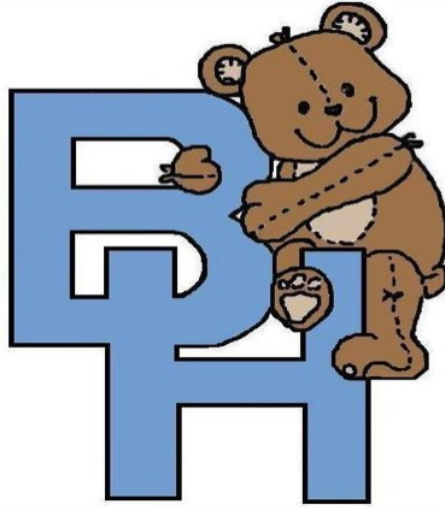


Bret Harte Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2023-24 School Contact Information

School Name	Bret Harte Elementary School
Street	1300 Letts Ave
City, State, Zip	Corcoran, CA 93212
Phone Number	(559) 992-8881
Principal	Linda Korff-Reis
Email Address	lindareis@corcoranunified.com
School Website	https://bretharte.corcoranunified.com/
County-District-School (CDS) Code	16 63891 6010334

2023-24 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Guadalupe Solis
Email Address	drsolis@corcoranunified.com
District Website	www.corcoranunified.com

2023-24 School Description and Mission Statement

Bret Harte School is located in Corcoran, California, a small agricultural area in the Central San Joaquin Valley. Corporate farming and the two California State Prisons support the local economy. Educational opportunities in Corcoran include a state funded Preschool, a TK-12 program, and an academic adult school to assist people in reaching the high school graduation level. West Hills Community College and College of the Sequoias in Kings County allow Corcoran students the ability to pursue additional educational choices.

Bret Harte Elementary School is one of three elementary schools in Corcoran and serves 521 students in Transitional Kindergarten, Kindergarten and First Grade along with 87 preschoolers that meet state mandated income requirements. Bret Harte provides for the educational needs of all of the TK/ Kindergarten and first grade students in the community. There are 80 Transitional Kindergarten, 214 Kindergarten and 227 First Grade students. For the academic year of 2023-24, there are 38 boys and 49 girls attending the preschool. There are 283 males and 238 females attending Bret Harte. Bret Harte's population includes 485 Hispanic students, 25 White, 7 African American and 4 students of other ethnic origins. 169 students are English Language Learners. There are 12 Migrant students and 4 RSP students. Class average size is 21.

Bret Harte's plan is a school wide coordinated program. The school plan was compiled by gathering information from parents, staff and students. The school plan includes Language Arts, Math, Science, Physical Education, Social Studies, Health, Visual and Performing Arts, Parent Involvement, Social and Emotional Learning and Behavior components. The plan also includes a Staff Development Section.

Student factors include a daily average attendance of 90.41% for 2022-2023. Chronic absenteeism is 38.8%. In the 2022-23 school year the suspension rate was very low, with 0.2% suspended at least one day.

2023-24 School Description and Mission Statement

Bret Harte has a Language Arts program that integrates reading, writing, speaking and oral language development. All students have access to reading materials in the classroom and in our school library. Our Mathematics program incorporates math computations along with reasoning skills. Students participate in curriculum activities including Cotton Festival, Spelling Bee, Read Across America, Red Ribbon Week-Healthy Choices, Anti-Bullying Education, Field Day and Multi-Cultural activities. Parents receive notices and school communication via Parent Square as well as weekly progress reports. Parent conferences are scheduled after the first and second trimester, in May and as needed. Our school has an incentive program, which includes awards for attendance, achievements, citizenship and character as well as classroom rewards and monthly challenges highlighting positive behavior and excellent attendance.

We have a certificated staff of 25 teachers, and a full time principal and vice principal. Our support staff members include 1 Literacy Coach, 1 SPED/RSP teacher, 1 Resource Teacher, 1 Technology Coach, 1 Intervention Teacher and 12 Paraprofessionals.

The school staff strives to establish a school environment that is clean, orderly, and safe.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	295
Grade 1	236
Total Enrollment	531

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.4%
Black or African American	3.2%
Filipino	0.4%
Hispanic or Latino	91.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.2%
White	4.1%
English Learners	37.9%
Foster Youth	1.1%
Homeless	0.8%
Migrant	2.4%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	6%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	95.94	125.10	80.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	4.33	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.06	3.00	1.94	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	1.66	12115.80	4.41
Unknown	0.00	0.00	17.50	11.34	18854.30	6.86
Total Teaching Positions	24.60	100.00	154.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.30	100.00	131.50	83.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	1.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.10	2.60	11953.10	4.28
Unknown	0.00	0.00	9.70	6.18	15831.90	5.67
Total Teaching Positions	23.30	100.00	158.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

There are no insufficiency of textbooks or instructional materials at Bret Harte Elementary. If there were to exist a lack of sufficient textbooks or instructional materials, the district office would be notified and they would be immediately purchased.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Adoption yr: 2017-2025 8 year subscription.	Yes	0
Mathematics	SAVASS Adoption yr: Extended for 3 years 2023-2026- 3 year digital & print license	Yes	0
Science	Amplify- 8 year print & digital adoption July 2019-2027	Yes	0
History-Social Science	CA Studies Weekly Print & Digital 2022-2026. 4 year adoption	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Corcoran Unified School District receives funds from the Williams Settlement; therefore district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations, and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe, and functional.

Bret Harte Elementary School facilities are in good repair. A complete modernization project for the interior of all classrooms was completed in August, 2016 prior to the beginning of the school year. There are minor plumbing needs in various classrooms and replacement ceiling tiles needed in various rooms. For a detailed report, please refer to the body of the School Accountability Report Card. A complete copy can be found on the CJUSD web page, at the district office, or at Bret Harte office.

All of the plumbing issues have been corrected. Painting and replacing ceiling tiles will be smaller projects done throughout the course of the school year.

Year and month of the most recent FIT report

8/24/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			New Door and Hardware for A-4, A-5; Stained Tiles need to be replaced in Rooms B-4, B-5, C-1, C-2, C-4 D-2, F-1
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			Light bulb replacement for D-1, D-2, D-3, D-4
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Missing tile by doorway and crack in sink in C-wing Boys Restroom; Missing tile by doorway E-wing Boys and Girls Restrooms
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Bret Harte Elementary, in a traditional school year, parents are encouraged to take an active role in school. It is always our intent to build positive partnerships with families and with the community. Parents are kept informed of activities through bulletins, newsletters, letters, phone calls, the school marquee, student/parent handbook, parent/teacher conferences, social media platforms, Seesaw and parent meetings (i.e. School Site Council and ELAC).

The School Site Council holds meetings that provide parents the opportunity for input regarding the School Plan for Student Achievement. Parent members of the School Site Council participate directly in decision-making regarding the school. All are invited to our monthly SSC meetings held the second Monday of the month at 3:15pm. The ELAC (English Learner Advisory Committee) meetings provide parents with information about the school and about the progress and services provided to English Language learners. The English Learner Advisory Committee meets the second Monday of the month at 8:30am. Parent representatives from ELAC also serve on the District English Learner Advisory Committee (DELAC).

Bret Harte has traditionally held two Parent and Family Nights: a literacy night in the fall and a math literacy evening in the spring. Both events provide ample opportunities for parents and students, working with staff and volunteers, to experience the grade level standards and expectations in a fun, learning environment. Students are provided with opportunities to share their learning with their parents, and take home projects and books. In addition, the school hosts a Back to School Night, Open House, classroom trimester academic awards, PBIS activities and challenges, and Multi-cultural programs, including a Winter Program in December and an International Day celebration in May. Parents are encouraged to volunteer in the classroom, and chaperone field trips. For additional information please contact Linda Korff-Reis, Principal at (559) 992-8881.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	559	217	38.8
Female	269	268	91	34.0
Male	293	291	126	43.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	17	17	5	29.4
Filipino	2	2	0	0.0
Hispanic or Latino	517	514	203	39.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	1	100.0
White	23	23	8	34.8
English Learners	215	214	71	33.2
Foster Youth	9	9	5	55.6
Homeless	10	10	5	50.0
Socioeconomically Disadvantaged	529	526	209	39.7
Students Receiving Migrant Education Services	14	14	6	42.9
Students with Disabilities	51	51	26	51.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.19	1.42	2.55	5.78	6.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.17	0.21	0.20	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.42	0
Female	0	0
Male	2.73	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	1.35	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.93	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Bret Harte Elementary. The Comprehensive School Site Safety Plan was developed for Bret Harte Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, fire department, and city officials, Safe School Routes have been determined and included in the Comprehensive Schools Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during staff development days.

Students and staff participate in monthly drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Bret Harte Elementary participate annually in Digital Citizenship Safety Training. Our school is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty: August 30, 2023.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	10	
1	22	1	10	
Other	7	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	11	
1	21	3	8	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	10	0
1	24	0	10	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	6	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	4.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,418	\$2,339	\$11,079	\$72,459.41
District	N/A	N/A	\$11,909	\$82,148
Percent Difference - School Site and District	N/A	N/A	-7.2	-9.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	50.8	-8.9

Fiscal Year 2022-23 Types of Services Funded

Bret Harte Elementary provides reading intervention for qualified students throughout the day. All students are placed in a General Education classroom. First grade students who are identified for reading intervention are pulled out of class for 30 minutes by the Resource Teacher, Reading Intervention Teacher, and/or the Reading Intervention paraprofessionals. Students receiving pull-out services receive small-group instruction in reading that may include support in: phonics, decoding, blending and comprehension and instructional tools associated with Orton Gillingham strategies. The school also provides instructional support for teachers in the form of professional development and in-class coaching from the school's Literacy and Tech/Academic Coaches. Student progress is reported to parents and teachers during trimester reviews, parent-teacher conferences and progress reporting periods. Re-grouping and structuring is done each trimester based on students' scores from the STAR assessment coupled with the DRA and classroom grades.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,321	\$50,875
Mid-Range Teacher Salary	\$83,019	\$79,761
Highest Teacher Salary	\$110,361	\$103,045
Average Principal Salary (Elementary)	\$127,783	\$128,154
Average Principal Salary (Middle)	\$133,355	\$131,774
Average Principal Salary (High)	\$142,907	\$142,676
Superintendent Salary	\$195,000	\$211,462
Percent of Budget for Teacher Salaries	28.91%	30.11%
Percent of Budget for Administrative Salaries	4.75%	5.49%

Professional Development

At Bret Harte we rely on the data we have collected to make decisions about our professional development. Recently, we have seen the need to focus our PD time as a staff on making sure that we are encouraging and helping our students to read with fluency and comprehension as well as using collaborative structures in our classrooms to encourage academic discourse. Bret Harte has weekly professional development time built into the school schedule. It is on Wednesday afternoons from 1:45-3:30.

In 21-22 we began the school year with two full days of training for Capturing Kids Hearts with the entire staff including teachers, coaches, and paraprofessionals. Additionally, there were 34 days of training on Wednesdays covering areas of growth, data analysis and ELD instruction for teachers. Teachers also completed three days of mandatory trainings for the county. Secretaries and community contacts attended multiple trainings throughout the school year to discuss attendance and truancies, Aeries capabilities and changes and other district information that directly affects students at the site.

In 2022/2023, staff began the school year with two days of instruction on EDI and the new social studies curriculum. The majority of our credentialed teaching staff will continue to receive training on EDI. This in-class coaching will continue throughout the school year. In addition, our academic and technology coaches will receive additional training refining their coaching skills and understanding of EL strategies through Solution Tree. Paraprofessionals began the school year with mandatory safety trainings at the beginning of the year and the secretaries and community contacts attend multiple meetings and trainings throughout the school year. Our new teachers began their school year with an additional three full days of training through the district office.

School administration including principal and vice principal attended five days of conferences for school leadership and coaching staff received an additional two days of training on coaching and instruction.

Professional Development

In 2023-24, staff began the year with professional development centering on EDI and Data Wise Cycle of Inquiry. Both areas of professional development will be areas of focus during regular staff meetings, as well as include in class coaching for teaching staff. Paraprofessionals receive regular training on student safety, and classroom instructional strategies. Office staff attend regular meetings with built in training for student information systems management, and family and community engagement strategies. New teachers attend regular meetings with built in training and support through the district office. School administrators and the academic coaches attend regular meetings at the district office for leadership and coaching instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	73	57	119