

Nicoloff Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Nicoloff Elementary
Street	1777 Howard Avenue
City, State, Zip	San Ysidro, CA 92173
Phone Number	(619) 428-7000
Principal	Marla Fernandez
Email Address	mfernandez@sbusd.org
Website	www.sbusd.org
County-District-School (CDS) Code	37-68395-6098487

Entity	Contact Information
District Name	South Bay Union
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

George Nicoloff School is committed to providing a safe, caring and high-achieving learning environment that is responsive to the diverse needs of the whole child. Through teacher collective efficacy, all students are involved in a variety of learning activities that are challenging and aligned with state content standards. High quality instruction promotes engaged learning, and draws on the culture, home language, and life experiences of all students. Parents, staff and the community work collaboratively to promote diversity, respect for others, and leadership habits and skills. Through our collective actions, Students will develop self- esteem, will feel valued capable and successful.

SCHOOL OVERVIEW

Nicoloff Elementary School is one of 11 schools in the South Bay Union School District serving approximately 730 students in grades transitional kindergarten through sixth. The school is located on 10 acres of land in San Ysidro. The following are facilities and services supported at this school: Library, Cafeteria, Community Volunteer Center, Newcomer, two Auditoriums, Professional Learning Center, Reading Resource Book Room and one Computer Labs. All students in grades third through sixth have a one-to-one Chromebook that is utilized throughout the day to support instruction. All classrooms are equipped with a Promethean interactive whiteboard system, a 21st century tool for learning, which engages students, allowing them the opportunity to learn and grow as individuals. Additionally, each classroom houses a classroom library that includes books at various levels to support reading instruction for all students. Services offered include a nurse and psychologist.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	110
Grade 1	105
Grade 2	104
Grade 3	114
Grade 4	91
Grade 5	107
Grade 6	128
Total Enrollment	759

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.5
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0.1
White	0.1
Two or More Races	0.5
Socioeconomically Disadvantaged	80.6
English Learners	76.2
Students with Disabilities	13
Foster Youth	0.7
Homeless	2.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	36	34	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13 K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
Mathematics	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15 6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
Science	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0
History-Social Science	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08 Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Nicoloff provides a safe, clean environment for learning. Nicoloff's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping. As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

SCHOOL FACILITIES GOOD REPAIR STATUS

Nicoloff's original campus was built in 1978, with an addition of a newer facility in 1994. The table below displays results of the most recently completed school site inspection to determine the school facility's good repair status.

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on August 12, 2019, the average ranking for Nicoloff Elementary was 96.40%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

Please note that all needed repairs or deficiencies identified in the August FIT report have been completed and/or resolved.

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

Year and month of the most recent FIT report: 8/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Nurse-Sheet vinyl flooring loose from wall behind toilet. Multi purpose-Torn wall fabric by drinking fountain. Rm 18-Cupboard door under sink won't open, baseboard under activeboard missing also by bookcase and whiteboard. Rm 29-Area rug curled at corners-trip hazard.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 18-Clutter excessive in storeroom. Rm 19-Excessive clutter in storeroom. Rm 15-Excessive clutter in storeroom.
Electrical: Electrical	Good	Principal office-Refrigerator into plug strip. Rm 11-Exterior pull box rusted. raceway. RSP-Daisy Chained plug strips. Rm 29-Electrical panel blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Workroom/Womans RR- San. napkin can rusted. Rm 4 Boys-Sink non-functional.
Safety: Fire Safety, Hazardous Materials	Good	Work room-Storage stacked to close to ceiling. Conf. Rm-F. Ext. missing safety pin. Multi/Purpose-Fire extinguisher required on the stage. Rm 27-P. Sharpener housing missing. Rm 19-Boxes in storeroom to close to ceiling. Rm 7 Items stacked too close to ceiling in storeroom. Rm 22-Exposed edge of glass on the fire extinguisher. Rm 22-Dish soap /keep out of reach of children. Rm 25-Fire extinguisher blocked-low shelving.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Admin. Storage-Door closure broken. G/RR/Rm 18-Substance dripping top edge of RR door.
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	24	36	36	50	50
Mathematics (grades 3-8 and 11)	19	23	29	30	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	425	410	96.47	3.53	23.90
Male	199	190	95.48	4.52	21.58
Female	226	220	97.35	2.65	25.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	413	398	96.37	3.63	23.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	348	334	95.98	4.02	22.16
English Learners	355	340	95.77	4.23	21.18
Students with Disabilities	65	64	98.46	1.54	6.25
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	425	424	99.76	0.24	23.35
Male	199	198	99.50	0.50	25.76
Female	226	226	100.00	0.00	21.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	413	412	99.76	0.24	22.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	348	347	99.71	0.29	20.75
English Learners	355	354	99.72	0.28	22.03
Students with Disabilities	65	65	100.00	0.00	3.08
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	6.7	10.0	1.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Families are encouraged to meet with their child's teacher to discuss progress in academics and behavior, attend all school events which includes Parent/Teacher conferences, assemblies and classroom performances during and after school. Families are encouraged to meet with their child's teacher before or after school to build a collaborative relationship between home and school. In addition, the school holds English Learner Advisory Committee meetings for parents of English learners. The School Site Council and the Parent Teacher Association are available to parents as a way to become involved in school governance. Workshops are provided throughout the school year to develop parenting skills or address topics of their choice that support students in their academic achievement and social-emotional growth. Parents or guardians who are volunteers work as a team in conjunction with the Community Volunteer Coordinator.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.8	0.5	0.9	0.9	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. School staff reviewed plan on July 23, 2019. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each month.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	5		23	1	5		20	2	4	
1	26		4		22		4		22	2	2	
2	21	2	2		24		5		22	1	4	
3	22	1	4		21	1	3		22	1	4	
4	30		4		29		3		29		3	
5	32		4		28		4		30		3	
6	26	1	4		30		5		24	1	5	
Other**					11	2			9	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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.5
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6757.77	1120.23	5637.54	81318.39

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9860.58	\$85,055.00
Percent Difference - School Site and District	N/A	N/A	-54.5	-2.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-26.4	-1.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- Title I, Part A (School-wide/Educationally Disadvantaged Students)
- Title III, Part A (English Language Learners)
- ASES (After School Education and Safety Programs)
- LCFF (Base)
- Lottery (6300 - Restricted)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	13	15

The South Bay Union School District academic calendar includes two full days and approximately 30 out of 51 possible minimum days that are dedicated to staff development. The two full days are placed at the start of the academic school year, while the minimum days occur throughout the year. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data. Teachers meet with their grade level teams in PLCs two hours per month. In addition, administrators conduct 8.5 professional development hours during designated "Principal PLC" days. Nicoloff's highest instructional priority is to continue to address balanced literacy instruction by implementing Writing and Reading Workshop models and focus on student gaps through small group reading instruction and one on one conferring. Through Writing Workshop, teachers provide a supportive and safe environment for our students to write authentically on a daily basis. After teacher led mini-lessons, opportunities are created for our students to engage in independent writing that is personal and meaningful by allowing them to have choice in the topics they write about. Teachers meet with small groups or confer with students during this time. Students in Reader's Workshop blocks benefit from one-on-one and small group support from teachers as students are released to read long stretches of time and are given opportunities to write and talk in response to texts. We have partnered with the Teachers College (TC) Reading and Writing Project, a research organization at Columbia University, to develop students who are critical readers and writers. Professional development is conducted through the use of TC staff developers for Grades TK-6. Classroom walkthroughs are conducted to coach teachers and gather instructional data to inform next steps in professional development.

At Nicoloff, during the school years of 2017-2018 and 2018-2019, the major area of focus for professional development was literacy instruction. Professional development was provided by the Teacher's College. Each grade level received 10 hours of days of professional development over the span of 5 days during the school year. Topics of support for teachers were selected by the results of the DRA2 Reading Assessment, CAASSP assessment and the specific needs of teachers by grade level. Professional development was provided during the instructional day with the use of guest teachers. In addition, several opportunities were offered to teachers after the contract day with a focus on reading instruction. In addition, Teachers on Special Assignment (TOSA) offered support to teachers through individual and grade level support and coaching. Teachers were also supported by the Principal and Assistant Principal via classroom observations where both provided specific feedback on instructional practices. In the 2018-2019 school year, all classroom teachers participated in eight (8) hour long administrative directed Professional Learning Communities (PLCs) in which they analyzed the data from reading assessments and student work to form groups for small group instruction. In the area of mathematics, each teacher received four hours of professional development by the Math TOSAs and Learning and Innovation Coordinator. For the 2019-2020 school year, the following professional development has been conducted thus far: a) Restorative Practices b) PLC+ c) TK-3 Guided Reading and d) Leader in Me program which included both certificated and classified staff. For the rest of the current school year, professional development will include small group instruction led by TOSAs and the site principal. This will be conducted during two days of the instructional day. Site principal will continue to provide individual teacher feedback during classroom observations.