

# Gold Ridge Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Gold Ridge Elementary School
<b>Street</b>	735 Halidon Way
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9140
<b>Principal</b>	David Frankel
<b>E-mail Address</b>	dfrankel@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/gre">http://www.fcusd.org/gre</a>
<b>CDS Code</b>	34673306115638

<b>District Contact Information</b>	
<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>E-mail Address</b>	skoligian@fcusd.org
<b>Web Site</b>	www.fcusd.org

### School Description and Mission Statement (School Year 2018-19)

Gold Ridge is a Kindergarten through fifth grade school. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017 was 612. The Gold Ridge staff of dedicated professionals and paraprofessionals fosters a love of school and learning in each child. The school is located in the beautiful Broadstone subdivision of Folsom, surrounded by Kemp Park and the natural wetland marshes. The campus houses 25 classrooms, a library/media center, small group instructional spaces, a Student Care Center providing before and after-school care, an adult education preschool program, and a multipurpose room which includes a stage and serving kitchen.

We have a culturally diverse student population. Our students speak 30 different home languages; language minority students represent almost one-third of our school population. Our traditional school year calendar begins mid-August, providing three trimesters of instruction. Our educational focus is based on a strong academic curriculum as well as enrichment instruction. Our dedicated staff believes in unlocking the hidden talents of the whole child by supporting the strengths of every student in both academic and non-academic areas. To complement our academic emphasis, we believe all students benefit from a rich variety of experiences in art, music, physical education, technology, and the performing arts. Students are provided these experiences through classroom activities, outdoor educational field trips, after-school clubs, assemblies, and guest speakers. To further serve the needs of our students, a number of programs are available including special education, speech and language services, Student Care Center, Adult Education Preschool, and extended day reading and math intervention.

Gold Ridge values and honors its relationship with the community. Our Parent Teacher Association (PTA) is actively involved in planning many exciting family activities year round, enriching the lives of our community members and building lasting friendships among the students and their families. We are fortunate to have many different volunteers to support our school: PTA board and participant members, room parents, classroom/teacher/student support volunteers, community volunteers from Vista del Lago High School, and Intel employees working in our PC Pals program. School Site Council advises the principal on expenditures that supplement and enrich classroom learning experiences and on professional development for our faculty. The strong parental support we receive helps us attain our goal of providing an excellent educational program in a warm, caring and safe environment. School spirit abounds as the Gold Ridge student body participates in Spirit Days planned by the Student Council, musical performances, and after-school clubs.

The Gold Ridge staff believes all children can learn! We are committed to providing the very best educational opportunities and hold high behavioral and academic expectations of our students to ensure their success. Being a part of the Gold Ridge experience means being valued, respected, and appreciated. Staff, students, parents, and community have forged strong bonds that support and celebrate the adventure of individual success and the challenge of change. We are very proud to be an excellent learning community! We are confident our students will look back with pride and fond memories on their time spent learning at Gold Ridge.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	91
<b>Grade 1</b>	94
<b>Grade 2</b>	96
<b>Grade 3</b>	103
<b>Grade 4</b>	99
<b>Grade 5</b>	129
<b>Total Enrollment</b>	612

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.3
Asian	33.5
Filipino	5.6
Hispanic or Latino	7.8
Native Hawaiian or Pacific Islander	0.3
White	42.6
Socioeconomically Disadvantaged	12.9
English Learners	15.7
Students with Disabilities	9.0
Foster Youth	0.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	28	27	962
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

**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	1	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 2018-19)****Year and month in which data were collected:** 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Benchmark Advance Adoption Year 2016	Yes	0.0%
<b>Mathematics</b>	Pearson - enVision Adoption Year 2015	Yes	0.0%
<b>Science</b>	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0.0%
<b>History-Social Science</b>	Holt-Rinehart & Winston Scott Foresman Adoption Year 2007	Yes	0.0%

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

Gold Ridge Elementary was originally constructed in 1998 and is comprised of 25 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, an occupational therapy room, and two playgrounds. Recent updates include the addition of a shade structure located on the playground and construction of a Student Care building in 2015.

The principal works daily with the custodial staff of three full time employees to ensure that the school is maintained in a clean and safe manner. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Date of inspection: 10/15/2018

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 2018 November</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Stucco in bad shape on B wing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground needs to be replaced, In Administration building, many windows do not open. Library door will not stay unlocked from the inside.

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

<b>Year and month of the most recent FIT report: 2018 November</b>	
<b>Overall Rating</b>	<b>Good</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	69.0	79.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	64.0	67.0	51.0	53.0	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.

### 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	330	326	98.79	78.53
Male	159	156	98.11	74.36
Female	171	170	99.42	82.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	99	99.00	89.90
Filipino	18	18	100.00	88.89
Hispanic or Latino	25	24	96.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	144	99.31	75.69
Two or More Races	30	30	100.00	73.33
Socioeconomically Disadvantaged	50	48	96.00	58.33
English Learners	60	60	100.00	76.67
Students with Disabilities	26	24	92.31	37.50

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	330	326	98.79	67.18
Male	159	156	98.11	69.87
Female	171	170	99.42	64.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	98	98	80.61
Filipino	18	18	100	72.22
Hispanic or Latino	25	24	96	41.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	145	100	62.07
Two or More Races	30	30	100	76.67
Socioeconomically Disadvantaged	49	48	97.96	43.75
English Learners	60	60	100	65
Students with Disabilities	26	24	92.31	20.83

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4	33.6	29.1

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Our school is enriched by active parent involvement. PTA and School Site Council are opportunities for parent leadership within the community.

Teachers welcome parent participation in classroom activities. They help teachers by reading to or with students, preparing homework packets, and photocopying curriculum instructional materials. They are also encouraged to attend field trips that provide outdoor educational experiences and enrich learning. Parents provide a wonderful source of new ideas and creativity as Eagle ARTs docents.

For additional information about organized opportunities for parent involvement at Gold Ridge Elementary School, please contact our office at 916-294-9140.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	1.2	0.5	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

Gold Ridge is a safe and clean facility. There were fourteen (14) student accidents reported at our school in the 2017-18 school year. Restrooms and the cafeteria are cleaned daily. Classrooms are cleaned every other day. Any safety hazard that is reported is reviewed immediately and resolved. Emergency plans have been developed in the event a threatening situation should arise.

Gold Ridge has identified three overarching rules to support positive behavior at school: be safe, be respectful, and be responsible. The school rules are published in the Student/Parent Handbook and reviewed with students each trimester through a broad based Positive Behavior Intervention and Support (PBIS) program. Gold Ridge PBIS includes an Eagle ticket program with monthly and weekly reinforcement activities, grade level behavior videos, special assemblies, and classroom based instruction. Physical education teachers present guidelines for safety using playground equipment and rules for games.

Gold Ridge addresses safety in multiple other ways as well. We maintain a close alliance with the Folsom Fire Department and with the Folsom Police Department. The safety team consists of the principal, the department chair, the PE specialist, the head custodian, and the Office staff. Each member has a radio for communication during drills and if an unexpected emergency were to occur. The team meets monthly to review safety procedures and plan emergency drills. Additionally, campus supervisors are trained on campus rules, and crisis and safety protocols.

Date of Last Review/Update: September 24, 2018

Date Last Reviewed with Staff: September 24, 2018

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	24		4		23		4		23		4	
<b>1</b>	24		4		25		4		24		4	
<b>2</b>	24		4		24		4		24		4	
<b>3</b>	27		4		23		4		25		4	
<b>4</b>	27		3		33		1	2	32		1	2
<b>5</b>	25	1	3		24	2	2	2	26	1	4	
<b>Other</b>	13	2			28		1		16	1	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.

**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
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.45	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,137.35	\$838.23	\$5,299.12	\$77,275.19
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-34.8	3.3
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-29.4	-3.0

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 2017-18)**

District Revenue Sources

In addition to general state funding, Gold Ridge Elementary receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, and English Learners/Low Income (EL/LI) as well as donations from our PTA and local businesses.

Other Funding: Funds raised through donations (PTA, Intel PC Pals Program, etc.) support classroom resources including student planners, educational games, and enrichment activities such as field trips and assemblies. Donations also support technology purchases and campus beautification projects such as picnic tables, signage, and planter beds.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

**Professional Development (Most Recent Three Years)**

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

**Counseling & Support Staff**

It is the goal of Gold Ridge Elementary School to assist students in their social and personal development as well as their academic aspirations. We give special attention to students who experience achievement problems, have difficulty coping with personal and family problems, and who encounter trouble with decision making or handling peer pressure.

In addition: Teachers receive release days to work in grade level professional development communities to review assessment data and plan instruction.

Professional Development Days	2015-16	2016-17	2017-18
Gold Ridge Elementary School	2	2	3