

# Lee Vining Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Lee Vining Elementary School
<b>Street</b>	132 Lee Vining Ave.
<b>City, State, Zip</b>	Lee Vining, CA 93541-0270
<b>Phone Number</b>	760.647.6460
<b>Principal</b>	Jeanne Sassin
<b>E-mail Address</b>	jsassin@esUSD.org
<b>Web Site</b>	www.esUSD.org
<b>CDS Code</b>	2673668000000

<b>District Contact Information</b>	
<b>District Name</b>	Eastern Sierra Unified School District
<b>Phone Number</b>	760.932.7443
<b>Superintendent</b>	Don Clark
<b>E-mail Address</b>	dclark@esUSD.org
<b>Web Site</b>	www.esUSD.org

### Principal's Message

Lee Vining Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts. We teach students to always show Respect to one another by Being Kind, Being Safe, and Being Their Best.

### Mission Statement

The mission of ESUSD, a community ascending from varied pasts toward future promise, is to ensure that each student achieves academic and personal excellence, through a unique educational system distinguished by:

- student centered learning environments with no boundaries
- devoted and passionate staff
- engaged partnerships within our communities
- technology that bridges the gaps with all communities and the world
- innovative risk in a secure environment

### School Profile

Lee Vining Elementary School is located in the northern region of Lee Vining and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2017-2018 school year, 101 students were enrolled, including 11% in special education, 40% qualifying for English Language Learner support, and 67% qualifying for free or reduced price lunch. Lee Vining Elementary School achieved a 2013 Academic Performance Index (API) score of 790. Since that year we have not received academic scores for the school from the state level.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	13
Grade 1	9
Grade 2	4
Grade 3	7
Grade 4	11
Grade 5	9
Grade 6	11
Grade 7	17
Grade 8	16
<b>Total Enrollment</b>	<b>97</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	3.1
Asian	0
Filipino	0
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0
White	41.2
Two or More Races	0
Socioeconomically Disadvantaged	53.6
English Learners	33
Students with Disabilities	14.4
Foster Youth	0

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	7	6	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

**Year and month in which data were collected:** 2015

All textbooks used in the core curriculum at Lee Vining Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 18, 2011, the Eastern Sierra Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #11-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Eastern Sierra Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt, Holt Literature & Language Arts Adopted 2010  Macmillan/McGraw-Hill, California Treasures Adopted 2009	Yes	0%
<b>Mathematics</b>	Eureka Math/Engage NY Adopted 2015	Yes	0%
<b>Science</b>	Delta Education, Full Option Science System McDougal Littell, McDougal Littell California Middle School Science Series  Adopted 2007	Yes	0%
<b>History-Social Science</b>	Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914  Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations  Holt, Rinehart and Winston, Holt California Social Studies: World History, Medieval to Early Modern Times  Pearson Scott Foresman, Scott Foresman History-Social Science for CA  Adopted 2006	Yes	0%

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lee Vining Elementary School's original facilities were built in 1932. That facility has since been torn down and a new building built in 2010 sits in its place. This building was built through bond funds. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full day custodian and a half-day custodian bus driver are assigned to Lee Vining Elementary School. The custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Playground Cleaning
- Grounds maintenance
- Bus Driving

Restrooms are checked regularly throughout the day for cleanliness and are cleaned daily. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Minor maintenance

The principal and Director of Maintenance communicates with custodial staff daily concerning maintenance and school safety issues. A new maintenance work order call in procedure and log were created in 2014 to better communicate ongoing maintenance issues and problems.

### Facilities Inspection

The district's maintenance department inspects Lee Vining Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Lee Vining Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place November 8, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use.

### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Site is overall clean and in good condition.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		One light in the upper girls restroom needs to be repaired. Issued a work order and spoke to staff regarding light.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: November 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	38	43	55	52	48	48
Mathematics (grades 3-8 and 11)	22	25	33	28	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	68	98.55	42.65
Male	37	37	100	37.84
Female	32	31	96.88	48.39
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	37	37	100	35.14
White	28	28	100	53.57
Socioeconomically Disadvantaged	43	42	97.67	28.57
English Learners	29	29	100	31.03
Students with Disabilities	14	14	100	14.29

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	68	98.55	25
Male	37	37	100	24.32
Female	32	31	96.88	25.81
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	37	37	100	18.92
White	28	28	100	35.71
Socioeconomically Disadvantaged	43	42	97.67	16.67
English Learners	29	29	100	13.79
Students with Disabilities	14	14	100	7.14

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	40	44	50	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	18.8	18.8	37.5

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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, school newsletters, school website, parent all-call system, PTO, and alert-now phone text messaging system. Contact the principal at (760) 647-6460 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Classroom Helper</li> <li>• Action Committee for the District's Strategic Plan</li> <li>• Ski P.E.Days</li> <li>• Committees</li> <li>• District English Learner Advisory Council</li> <li>• Parent-Teacher Organization</li> <li>• School Site Council</li> <li>• School Activities</li> </ul> | <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Open House</li> <li>• Sports Events</li> <li>• Halloween Carnival</li> <li>• Special Programs</li> <li>• Fun Run</li> <li>• Christmas Play</li> <li>• Athletic or Academic Coaching</li> </ul> |
|--|---|



## 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.0	10.0	1.0	2.7	3.9	2.6	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Lee Vining Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March, 2017.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	25

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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>	7	2		5	2		13	1				
<b>2</b>	12	1		11	1		13	1				
<b>3</b>				13	1							
<b>4</b>	21		1	11	1		18	1				
<b>5</b>	16	6		11	6		9	3				
<b>6</b>	15	6		17	6		16	6				

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.17	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	.17	N/A
Resource Specialist	1	N/A
Other	2	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	20792	3077	17715	66497
District	N/A	N/A	20367	\$64,674
Percent Difference: School Site and District	N/A	N/A	-13.9	2.8
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	91.7	6.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lee Vining Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

**Public Internet Access Location**

Parents may access Lee Vining Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Lee Vining Elementary School is Lee Vining Library, a branch of Mono County Free Library.

Address: 51710 Hwy. 395, Lee Vining

Phone Number: (760) 647-6123

WebSite: <http://www.monocolibraries.org/>

Number of Computers Available: 8

**Disclosure**

The statistical information disclosed in this report is obtained from the California Department of Education and the Eastern Sierra Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2011.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,024	\$41,164
Mid-Range Teacher Salary	\$61,097	\$61,818
Highest Teacher Salary	\$82,311	\$84,567
Average Principal Salary (Elementary)	\$108,413	\$96,125
Average Principal Salary (Middle)	\$108,413	\$103,336
Average Principal Salary (High)	\$108,413	\$101,955
Superintendent Salary	\$168,577	\$126,855
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	9%	6%

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)**

Lee Vining Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Lee Vining Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

**Teacher Assignment**

During the 2016-17 school year, Lee Vining Elementary School had 7 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

**Professional Development**

Our focus was continued on adjusting to the new Common Core Standards, performance tasks, and problem based learning. Staff have been involved in developing the district's Action Plan as part of the district Strategic Plan. Each staff member has Action Team responsibilities. All K-2 staff have had training using DRA, an reading assessment program. Staff have also been involved in Thinking Maps Training. All teachers received one full day of professional development training with the new Eureka Math curriculum. Trainings are occurring once a month and during grade level meetings. Professional development is delivered through Friday early release staff meetings, district grade level meetings, district office meetings, peer coaching, and professional trainings.