

**Thomas Jefferson Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Thomas Jefferson Elementary School
Street	750 Central Park Dr.
City, State, Zip	Roseville, CA 95678
Phone Number	(916) 771-1840
Principal	Kirsten Thomas-Acke
Email Address	kthomas-acke@rcsdk8.org
Website	www. <a href="https://thomasjefferson.rcsdk8.org">https://thomasjefferson.rcsdk8.org</a>
County-District-School (CDS) Code	31969100102798

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
Website	www.rcsdk8.org

### School Description and Mission Statement (School Year 2020-2021)

Thomas Jefferson Elementary School is one of 21 schools in the Roseville City School District. We opened our doors in 2004 and our staff is honored to serve our neighborhood community by providing a quality transitional kindergarten through the fifth-grade program that is grounded in thoughtful and quality first instruction. Since the school's opening, our staff has strived to be innovative in our teaching which is responsive to our students' needs. The Thomas Jefferson curriculum is based on the rigorous Common Core State Standards.

Thomas Jefferson is committed to the individual needs of our students. We are dedicated to improving student performance, teacher instruction, and the enhancement of knowledge and skills required for working, living, and learning in our ever-changing society. Our students participate in a range of programs including art, music, physical education, media, social-emotional learning, and technology. Each day our students are taught to model character, integrity, and maturity through our PBIS programs as they strive to grow into productive citizens. The Thomas Jefferson Students embrace the overarching PBIS expectations of R.I.S.E., where students are taught to and encouraged to; show Respect, show Integrity, be Safe and be Engaged.

The Thomas Jefferson Mission Statement and collective commitments embrace the following:

Thomas Jefferson's Mission:

Every student learns at high levels every day; in an educational community that believes in creating life-long learners and problem-solvers.

Thomas Jefferson's Collective Commitments:

We are committed to creating and maintaining a nurturing, emotionally, and physically safe learning environment.

We are committed to collaborating with our peers to improve our practice.  
 We are committed to utilizing data to improve instruction and student achievement.  
 We are committed to sustaining collaborative relationships amongst stakeholders to achieve common goals.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	90
Grade 1	65
Grade 2	76
Grade 3	74
Grade 4	75
Grade 5	64
<b>Total Enrollment</b>	<b>444</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.5
Asian	7.2
Filipino	4.7
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.2
White	55.2
Two or More Races	9.9
Socioeconomically Disadvantaged	22.5
English Learners	9.7
Students with Disabilities	17.6
Foster Youth	0.7
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	20	18	478
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/10/20

Roseville City Elementary held a public hearing on September 6, 2018, and determined that each school within the district had 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 California 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2008	Yes	0
History-Social Science	History/Social Science Pearson Scott Foresman 2007	Yes	0

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

## School Facility Conditions and Planned Improvements

### General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

### Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

**School Facility Repair Status:**

**Summary of School Facilities Repair Status – Exemplary**

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials.

**Cleaning Process and Schedule:**

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The principal signs off on inspections completed by custodians, on a weekly basis.

**Deferred Maintenance Budget:**

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 10/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	65	N/A	50	N/A
Mathematics (grades 3-8 and 11)	59	N/A	53	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	41	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

In a typical year Thomas Jefferson Elementary is grateful for the parents who volunteer on campus. Parents play very important roles at Thomas Jefferson Elementary through their active participation and involvement in the following: School Site Council, Parent Teacher Club (PTC), English Language Advisory Committee, WATCH D.O.G.S., Art Docent Program, volunteers in classrooms/field trips, and at various school and PTC events.

The PTC is vital to the programs and activities at the school. Through fundraising activities, the PTC supports program development at Thomas Jefferson Elementary. The PTC coordinates volunteers and activities to support students and staff including art docent, assemblies, Starstruck dance program, Positive Behavior Intervention Support program, and after-school enrichment. The PTC also coordinates activities to bring the Thomas Jefferson community together including Movie Nights, Santa's Breakfast, Harvest Festival, Dance-a-Thon, Daughter Dance, Son's Night Out, Art to Remember, and Field Day. Multiple opportunities to volunteer are advertised in our bi-weekly school blog, on the school marquee, through email and phone communication, and through the PTC newsletter. Individual classroom teachers encourage our parents and community members to volunteer in and outside the classroom to support individual students' academic achievement and social-emotional growth.

Thomas Jefferson also holds several Family Nights to cultivate a culture of learning beyond the classroom and to foster parent participation and involvement.

Due to the COVID-19 pandemic, our school has focused on virtual ways to engage families. Thomas Jefferson in conjunction with our PTC will participate in Spirit Days, Virtual Parent and Family events such as a Virtual 5K.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	0.6	3.2	2.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	1.3	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. The Thomas Jefferson staff has been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. Thomas Jefferson Elementary conducts monthly emergency drills to practice procedures for evacuation and safety. The staff reviewed the emergency protocols in August of 2020 and emergency procedures are reviewed with staff and students throughout the school year. Specific training focusing on COVID protocols was reviewed in August and in November 2020 as well as ongoing refreshers.

The Site Safety Plan addressed areas of growth to foster safety on our campus. Goal areas of growth included social-emotional learning, attendance, ingress, and regress of the campus and parking lot safety. The 2020-2021 School Safety Plan for Thomas Jefferson Elementary School was approved by the School Site Council in January 2021

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	8	18		18	24	1	1	20		24	1
1	18	24			21	1	18		18	12	12	1
2	25		18		24		17		20	18	1	7
3	23		18		20	12	12		21	6	18	1
4	26		18		29		12		21	12	12	1
5	32		6	6	22	6	18		24	6	6	7
Other**	12	6			8	6						

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	1
Resource Specialist (non-teaching)	
Other	0.6

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,385	\$3,372	\$8,013	\$86,393
District	N/A	N/A	\$7,557	\$85,382
Percent Difference - School Site and District	N/A	N/A	5.9	1.2
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	3.3	2.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

Thomas Jefferson receives district funds to support academic programs. These funds focus on providing students with materials, tools, and experiences to enrich their education. Our site also received LFCC funds which focused on funding technology access, supplemental curriculum materials, Response to Intervention and enrichment opportunities that align with the Common Core State Standards and the social-emotional needs of our students. The Single Plan for Student Achievement Goal's are written and the progress of the goals are monitored and progress are reviewed annually as a staff, to focus on our student needs when planning the budget and agreements.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,330	\$51,004
Mid-Range Teacher Salary	\$86,516	\$82,919
Highest Teacher Salary	\$100,728	\$104,604
Average Principal Salary (Elementary)	\$125,265	\$131,277
Average Principal Salary (Middle)	\$134,938	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$217,646	\$230,860
Percent of Budget for Teacher Salaries	42.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Thomas Jefferson include:

The Thomas Jefferson staff have and will participate in ongoing professional learning focused on the new English Language Arts textbook adoption, data analysis, Professional Learning Communities, and Positive Behavior Intervention and Support and instructional strategies that serve the needs of English Language Learners. The professional development has included an understanding of best practices, the use of instructional and social-emotional data to inform instruction and how to collaborate as a Professional Learning Community. Staff will also receive professional learning that focuses on the Social-Emotional needs of students through the Zones of Regulation curriculum.

The teachers and paraprofessionals at Thomas Jefferson engage in professional learning in a variety of ways, they attend conferences, professional development workshops, Professional Learning Community collaboration, individual coaching, and support.