

# Don Pedro Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Don Pedro Elementary
<b>Street</b>	2300 Don Pedro Rd.
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209.556-1630
<b>Principal</b>	Tami Garcia
<b>E-mail Address</b>	tagarcia@ceres.k12.ca.us
<b>Web Site</b>	dp.ceres.k12.ca.us
<b>CDS Code</b>	50-71043-6052443

<b>District Contact Information</b>	
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Dr. Scott Siegel Ed. D.
<b>E-mail Address</b>	jbeltran@ceres.k12.ca.us
<b>Web Site</b>	www.ceres.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

The annual School Accountability Report Card provides us with the opportunity to share information about Don Pedro Elementary School in Ceres, CA.

Don Pedro Elementary is one of fourteen elementary schools in the Ceres Unified School District located in Stanislaus County, one of the largest agricultural areas in the world; approximately 90 minutes from San Francisco. Don Pedro Elementary is a K-6 school operating a Title I School-wide Program on a modified traditional calendar. The school's population totaling approximately 580 students is assigned to 15 primary classrooms, 8 intermediate classrooms, and 1 special day classroom. Class size reduction has been implemented in all K-3 classrooms with a maximum of 24 students per class. In addition to its TK-6th gr classrooms, a state preschool and Headstart operate on site. Ninety-three percent of the student population is eligible to receive free and reduced price meals. Don Pedro Elementary has a diverse student enrollment with sixty percent of the student population identified as English Learners, the majority of those having Spanish as a primary language. English Learners at the school have been assigned to appropriate programs with qualified staff providing instructional services. The school facility includes a library and a computer laboratory. The site also has wifi Internet access and every student has a technology device. Each individual classroom has technological equipment to assist with instructional delivery. These items include: In-Focus projector, document camera, and mobi tablet. Students are provided additional support through on-site extended day activities addressing academics, enrichment, and recreation.

Building life-long learners today for unlimited possibilities tomorrow is our mission. We believe EVERY student will meet or exceed grade-level standards in reading, writing, and math.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	94
<b>Grade 1</b>	79
<b>Grade 2</b>	72
<b>Grade 3</b>	79
<b>Grade 4</b>	102
<b>Grade 5</b>	92
<b>Grade 6</b>	67
<b>Total Enrollment</b>	585

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	0.7
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.3
White	10.4
Two or More Races	0
Socioeconomically Disadvantaged	93.8
English Learners	59.7
Students with Disabilities	9.9
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	24		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	94.3	5.8
<b>High-Poverty Schools in District</b>	94.6	5.5
<b>Low-Poverty Schools in District</b>	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** August 2014

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. No school was found to be insufficient of textbooks and instructional materials in the 2007-2008 school year

K-6 Adopted materials:

SRA/McGraw Hill Open Court Reading 2002  
 HMH Mathematics 2015  
 Houghton Mifflin Science 2007  
 Prentice Hall Social Studies 2000

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2002 SRA/McGraw Hill Open Court Reading		0%
<b>Mathematics</b>	2015 K-5: Houghton Mifflin-Harcourt Brace Go Math K-5 Math 2015 6th grade Houghton Mifflin-Harcourt Brace Go Math 6-8 Math		0%
<b>Science</b>	2008 Houghton Mifflin Science		0%
<b>History-Social Science</b>	2007 Scott Foresman Social Studies		0%
<b>Foreign Language</b>	Yes		0%
<b>Health</b>	Yes		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Yes		0%

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

Don Pedro School is an clean facility with landscaping and security fence surrounded the perimeter. The school is maintained based on a regular landscaping schedule and repairs are completed through a work order process to ensure the regular upkeep and maintenance of the facilities.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/23/2016				
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			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Library: There is stuffed animals on the shelves that have not been fire treated.
<b>Structural:</b> Structural Damage, Roofs	X			Classroom # 32: The wood on the ramp to the portable is rotting. Grounds: The Staff Parking Lot concrete is slopping and sagging beyond the intendent design. Library Storage: There is mold on the wall in the Library Storage room. The mold has been treated and will continue to monitor.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: 3/23/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	34	35	39	44	48
Mathematics	17	18	20	20	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	80	80	100.0	35.0
	4	105	104	99.0	24.0
	5	88	86	97.7	50.0
	6	68	65	95.6	26.1
Male	3	43	43	100.0	30.2
	4	62	62	100.0	22.6
	5	45	43	95.6	48.8
	6	34	34	100.0	23.5
Female	3	37	37	100.0	40.5
	4	43	42	97.7	26.2
	5	43	43	100.0	51.2
	6	34	31	91.2	29.0
Hispanic or Latino	3	62	62	100.0	33.9
	4	93	92	98.9	23.9
	5	79	77	97.5	48.0
	6	55	52	94.5	28.9
White	3	13	13	100.0	46.1
Socioeconomically Disadvantaged	3	79	79	100.0	35.4
	4	104	103	99.0	24.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	83	81	97.6	48.1
	6	65	62	95.4	25.8
English Learners	3	38	38	100.0	21.1
	4	52	51	98.1	7.8
	5	31	29	93.5	6.9
	6	29	26	89.7	3.9
Students with Disabilities	4	16	16	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	80	79	98.8	35.4
	4	105	104	99.0	7.7
	5	89	87	97.8	12.6
	6	68	67	98.5	17.9
Male	3	43	42	97.7	38.1
	4	62	62	100.0	11.3
	5	45	43	95.6	13.9
	6	34	34	100.0	17.6
Female	3	37	37	100.0	32.4
	4	43	42	97.7	2.4
	5	44	44	100.0	11.4
	6	34	33	97.1	18.2
Hispanic or Latino	3	62	61	98.4	36.1
	4	93	92	98.9	8.7
	5	80	78	97.5	9.0
	6	55	54	98.2	16.7
White	3	13	13	100.0	38.5
Socioeconomically Disadvantaged	3	79	78	98.7	35.9
	4	104	103	99.0	7.8
	5	84	82	97.6	11.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	65	64	98.5	17.2
English Learners	3	38	37	97.4	18.9
	4	52	51	98.1	3.9
	5	32	30	93.8	
	6	29	28	96.5	3.6
Students with Disabilities	4	16	16	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34	27	42	56	50	47	60	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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	88	85	96.6	42.4
Male	44	42	95.5	38.1
Female	44	43	97.7	46.5
Hispanic or Latino	79	76	96.2	39.5
Socioeconomically Disadvantaged	83	80	96.4	41.3
English Learners	31	28	90.3	7.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	18.8	24.7

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 Parental Involvement State Priority (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 2016-17)

Parent involvement is considered a vital component in maximizing student achievement; therefore, Don Pedro families and friends are encouraged to:

- Be a role model at home by demonstrating a positive attitude towards education and maintaining high expectations for academic achievement and appropriate behavior.
- Monitor their child's school work and provide support by establishing a quiet study place at home and scheduling regular time to study and read together daily.
- Maintain two-way communication with the school. All staff can be readily contacted in person or by telephone, hand-delivered notes, or email. School notices are sent home as reminders, and a bimonthly newsletter, THE DOLPHIN SPLASH, contains up-to-date school events calendars. "School Bells" articles in the CERES COURIER provide an opportunity to highlight school events and student successes. In addition, Back-to-School Night, parent conferences, and Open House are important avenues for parent contact.
- Take an active role in the school by participating in our monthly parent meetings, School Site Council, and/or English Learner Advisory Committee.
- Make special events at school a family affair by attending Family Nights and the Winter Performance.
- Honor student success with attendance at Spirit rallies, Student of the Month luncheons, and Honor Roll assemblies.
- Serve as a classroom volunteer or chaperone on field trips. Parents are always welcome to visit even if they are unable to volunteer on a regular basis.
- Support school-wide fundraisers and community drives including the annual Jog-a-Thon, movie night and dine-out events.
- Complete school surveys to spotlight areas of strength/weakness.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.3	4.2	4.0	9.8	8.6	7.7	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

A comprehensive school safety plan is maintained with reviews conducted annually. The Plan includes a detailed Incident Management Team Handbook which specifies the following:

- Emergency telephone numbers
- Incident Management Team members
- General crisis response procedures
- Incident Management Team responsibilities
- Guidelines/emergency codes
- Procedures for evacuations
- Procedure for drop, cover, and hold
- Procedure for Code Three—lockdowns
- Procedures for terrorist threat conditions
- Emergency utility shut-off locations
- Evacuation routes
- Staging areas
- Crisis response checklist

The Plan outlines annual goals in the area of school climate and physical environment. Furthermore, District policy is delineated regarding sexual harassment, child abuse reporting, expulsions/ suspensions, teacher notification regarding students engaged in acts described in 48900, dress code, hate crimes, and conduct code.

## 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 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2012-2013	2008-2009
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	17
<b>Percent of Schools Currently in Program Improvement</b>	N/A	77.3

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

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

Grade Level	2013-14				2014-15				2015-16			
	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>	23		4		24		4		24		4	
<b>1</b>	22		4		24		3		24		3	
<b>2</b>	22		4		21	1	3		21	1	3	
<b>3</b>	21	2	2		22		4		22		4	
<b>4</b>	32		2		29		3		29		3	
<b>5</b>	33		1	1	31		2		31		2	
<b>6</b>	25	1	1	1	32		2		32		2	
<b>Other</b>					12	1			12	1		

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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	0.33	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.3	N/A
<b>Speech/Language/Hearing Specialist</b>	0.33	N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$7548.98	\$1869.72	\$5679.26	\$74674
<b>District</b>	N/A	N/A	\$6017.99	\$73,217
<b>Percent Difference: School Site and District</b>	N/A	N/A	-5.6	3.1
<b>State</b>	N/A	N/A	\$5,677	\$74,216
<b>Percent Difference: School Site and State</b>	N/A	N/A	6.2	4.4

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

## Types of Services Funded (Fiscal Year 2015-16)

Don Pedro received monies for Title I A for the 2014-15 school year. These monies were utilized to fund a portion of the salaries for a media clerk and instructional aides.

Title I money was used for professional learning, instructional supplies & materials, supplementary materials, and technology.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. 240 minutes after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

Professional Development days have afforded teachers the opportunity to receive additional training related to Lesson design and delivery of district instructional norms to maximize student engagement during instruction. In addition, District coaches have provided classroom demonstrations and workshops, as well as lesson study professional learning, upon request in support of the school's established goals. Classroom visitations have been equally valuable giving grade-level teams the time to view curricular areas of interest and debrief during a subsequent planning time.

The District participates in an Induction program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.