

Whitmore Charter School of Technology

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)

School Contact Information	
School Name	Whitmore Charter School of Technology
Street	3435 Don Pedro Rd.
City, State, Zip	Ceres, CA 95307
Phone Number	209.556.1610
Principal	Sarah Olson
E-mail Address	saolson@ceres.k12.ca.us
Web Site	http://cereswcs.sharpschool.net/w_c_s_a_t-home
CDS Code	50-71043-0107128

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

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

At Whitmore Charter Schools, we are committed to the support of families and students in meeting rigorous academic standards, to promoting experiential, life-long learning skills, and to building a unique learning community which recognizes that parental involvement and partnership in education are critical for student success. Our goal is to provide all students with a challenging, technology-infused curriculum which emphasizes critical thinking skills and practical applications through student-centered instructional delivery methods that engage the mind and meet the unique learning needs of individual students. We are committed to promoting academic excellence, accountability, character development, and the personal responsibility of each student for their own education. Students of the Whitmore Charter School of Technology are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers who understand how to use technology as a valuable tool for learning, creativity and productivity, and who recognize that education is a life-long process. .

Whitmore Charter School of Arts and Technology (WCSAT) is located in the south east area of Ceres and is in the Ceres Unified School District. The school was opened in 2003 and moved to its current location in the fall of 2007. The school includes 38 classrooms, a cafeteria, a library, an administration office and two outdoor play areas, including two playground structures.

Whitmore Charter School of Arts and Technology is a kindergarten through eighth grade school with approximately 425 students. School staff includes a principal, assistant principal, learning director, twenty-five certified teachers, one resource specialist, three paraprofessionals, one library clerk, nurse, a 12 hour health clerk, speech pathologist, psychologist, an office manager, an attendance secretary, and ten other staff members, which include cafeteria, custodial, and yard duty staff members.

Students in grades kindergarten through fifth grade have the opportunity to attend dance, drama, art, music, or physical education daily. Students at these grade levels also receive additional instruction in technology multiple times a week.

The school year consists of 180 instructional days with six minimum days for parent conferencing. The students have 350 instructional minutes per day. The school has a Parent Booster Club that supports extra-curricular programs, classroom budgets, special events and facilities for the school.

Supplemental programs include the following: after school Academic Intervention Program, ASES (after school enrichment program) and Differentiated Instruction Time (DIT) which is incorporated into the regular school day for K-5 students, three days a week. Various services for students are available, including Speech and Language development services and Resource programs are provided as part of the Special Education services. Resource students are all mainstreamed and English Language Learners are all provided thorough differentiated instruction in the regular classroom setting.

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	50
Grade 5	50
Grade 6	50
Grade 7	50
Grade 8	46
Total Enrollment	422

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.2
Asian	4
Filipino	0.5
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	0.9
White	44.3
Two or More Races	2.8
Socioeconomically Disadvantaged	44.3
English Learners	8.1
Students with Disabilities	7.6
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	31	23	25	
Without Full Credential	1	1	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

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
This School	73.3	26.7
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	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: 1/2017

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
Houghton Mifflin Mathematics	2015
Harcourt Brace Science	2000
Holt Science & Technology (6th grade)	2001
Harcourt Brace Social Studies	2000

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Yes State Board Adopted		0%
Mathematics	Yes State Board Adopted		0%
Science	Yes State Board Adopted		0%
History-Social Science	Yes State Board Adopted		0%
Foreign Language	Yes		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Yes		
Science Laboratory Equipment (grades 9-12)	Yes		

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur regularly to identify immediate concern for repair. Twice a year, a thorough inspection occurs by a team comprised of site and district personnel to identify future areas to address and prioritize facility needs. Our school regularly earns a rating of "9" or "10" on 1-10 scale.

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: 01/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			There is rotten wood on the outside walls of Rooms 33 and 39. The concrete next to the fire hydrant is sinking creating a trip hazard.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/14/2016				
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	47	61	35	39	44	48
Mathematics	37	45	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	44	41	93.2	53.7
	4	50	50	100.0	52.0
	5	50	50	100.0	54.0
	6	50	49	98.0	69.4
	7	49	48	98.0	68.8
	8	44	44	100.0	68.2
Male	3	28	26	92.9	57.7
	4	24	24	100.0	50.0
	5	27	27	100.0	44.4
	6	27	26	96.3	65.4
	7	23	22	95.7	63.6
	8	17	17	100.0	52.9
Female	3	16	15	93.8	46.7
	4	26	26	100.0	53.9
	5	23	23	100.0	65.2
	6	23	23	100.0	73.9
	7	26	26	100.0	73.1
	8	27	27	100.0	77.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	20	19	95.0	42.1
	4	27	27	100.0	59.3
	5	20	20	100.0	45.0
	6	23	23	100.0	60.9
	7	21	21	100.0	76.2
	8	22	22	100.0	68.2
White	3	21	19	90.5	63.2
	4	17	17	100.0	47.1
	5	26	26	100.0	61.5
	6	20	19	95.0	68.4
	7	18	17	94.4	58.8
	8	15	15	100.0	80.0
Socioeconomically Disadvantaged	3	19	19	100.0	52.6
	4	22	22	100.0	45.5
	5	23	23	100.0	47.8
	6	24	24	100.0	58.3
	7	19	19	100.0	73.7
	8	22	22	100.0	68.2

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	44	41	93.2	53.7
	4	50	50	100.0	42.0
	5	50	50	100.0	30.0
	6	50	49	98.0	44.9
	7	49	48	98.0	53.2
	8	49	48	98.0	53.2
Male	3	28	26	92.9	65.4
	4	24	24	100.0	37.5
	5	27	27	100.0	29.6
	6	27	26	96.3	46.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	23	22	95.7	57.1
	8	23	22	95.7	57.1
Female	3	16	15	93.8	33.3
	4	26	26	100.0	46.1
	5	23	23	100.0	30.4
	6	23	23	100.0	43.5
	7	26	26	100.0	50.0
	8	26	26	100.0	50.0
Hispanic or Latino	3	20	19	95.0	47.4
	4	27	27	100.0	44.4
	5	20	20	100.0	20.0
	6	23	23	100.0	34.8
	7	21	21	100.0	50.0
	8	21	21	100.0	50.0
White	3	21	19	90.5	57.9
	4	17	17	100.0	41.2
	5	26	26	100.0	34.6
	6	20	19	95.0	52.6
	7	18	17	94.4	47.1
	8	18	17	94.4	47.1
Socioeconomically Disadvantaged	3	19	19	100.0	47.4
	4	22	22	100.0	27.3
	5	23	23	100.0	17.4
	6	24	24	100.0	37.5
	7	19	19	100.0	47.4
	8	19	19	100.0	47.4

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)	69	65	70	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	94	94	100.0	70.2
Male	44	44	100.0	72.7
Female	50	50	100.0	68.0
Hispanic or Latino	42	42	100.0	66.7
White	41	41	100.0	78.1
Socioeconomically Disadvantaged	45	45	100.0	66.7

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	14	24	56
7	20.4	26.5	42.9

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 and engagement in each child's educational process is supported and encouraged at Whitmore Charter School of the Arts and Technology (WCSAT) as a crucial element to student success. Parents or guardians are encouraged to monitor and help their children with their daily homework, projects, research and other studies at home. In addition to working directly with their own child(ren), each parent or guardian is encouraged to volunteer in the classroom, on field trips, in fundraisers, and at special school events and activities.

The WCSAT School Site Council is comprised of site/district administrator(s), teachers, community members, and parents who have been elected by their peers. The school also works with parents to develop and adopt a set of parent involvement policies and strategies. The School Site Council meets regularly to review policy decisions. Additionally, the School Site Council focuses on specific issues faced by various groups of students, including ELL students and disadvantaged families. Opportunities for parent involvement are publicized in our newsletters and in our Connect Ed phone system in the form of emails and phone calls.

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
Suspensions	2.3	1.1	1.4	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	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)

Whitmore Charter School of Technology and the Arts plans and executes regular fire drill practices and periodic lockdown practices in partnership with the Ceres Police Department and Ceres Fire Department. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the leadership team and safety committee which consists of classroom teachers, classified staff and administration. WCSAT works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "Connect-Ed" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee, comprised of administrators and teachers, recommends changes based on review of information.

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
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	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+
K	22		2		22		2		22		2	
1	22		2		22		2		22		2	
2	22		2		22		2		22		2	
3	23		2		22		2		22		2	
4	25		2		25		2		25		2	
5	25		2		25		2		25		2	
6	23	1	14		25		16		25		16	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25		6		25		6		25		6	
Mathematics	25		4		25		4		25		4	
Science	25		4		25		4		25		4	
Social Science	25		4		25		4		25		4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	425
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.20	N/A
Social Worker	0	N/A
Nurse	0.10	N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8,902.45	3,314.36	5,588.09	50,101.97
District	N/A	N/A	4,769.32	\$73,217
Percent Difference: School Site and District	N/A	N/A	-14.65%	
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Educational services funded at Whitmore Charter School include direct instructional and support services, administrative services, curriculum and supplies, and related expenditures.

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. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to review benchmark data, collaborate, learn strategies, and develop action plans to meet identified student needs.

Staff development is accomplished through participation in district sponsored professional development opportunities and through site based opportunities.

The district participates in Induction 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 instructional 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.