

Whitmore Charter High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Whitmore Charter High School
Street	3435 Don Pedro Rd.
City, State, Zip	Ceres, CA 95307
Phone Number	209.556.1617
Principal	Sarah Olson
E-mail Address	saolson@ceres.k12.ca.us
Web Site	http://wcs.ceres.k12.ca.us/
CDS Code	50-71043-0107136

District Contact Information	
District Name	Whitmore Charter
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
E-mail Address	cpietanza@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

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

Whitmore Charter High School is located in the city of Ceres in the central San Joaquin Valley, 80 miles south of Sacramento and 95 miles east of San Francisco, in the heart of Stanislaus County.

Whitmore Charter High School first opened in 2002 with 5 students and currently has an enrollment of approximately 165 students. Currently there are 14 full and part time teachers, 1 principal, 1 assistant principal, 1 full time learning director, 1 resource specialist and 1 school psychologist (shared with other schools in the district). Some of our staff members also share their positions with Whitmore Charter School of Arts and Technology, which is also on the same campus.

Whitmore Charter High School serves a broad cross section of students residing throughout Stanislaus and surrounding counties. WCHS offers a rigorous college prep program for students in grades 9-12 who desire a customized approach to high school. In partnership with advisory teachers, students and parents are encouraged to create a personalized plan designed to meet the unique needs of every student.

The mission of Whitmore Charter High School is to provide students in grades 9-12 and their parents the opportunity to create a customized educational plan for their high school experience. The student, the parent or guardian, and the Advisory Teacher work in partnership to develop a unique learning plan which is based on the student's interests, abilities, and educational goals. Whitmore Charter High School provides students with a wide range of innovative instructional modes from which to choose in designing their academic plan. These modes may include home schooling, on-campus classes, online/distance learning, and/or vocational apprenticeships. Graduates of the Whitmore Charter High School are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers, who recognize that education is a life-long process, and who are prepared to enter their adult lives with vision, passion, and productivity.

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

Grade Level	Number of Students
Grade 9	44
Grade 10	35
Grade 11	37
Grade 12	40
Total Enrollment	156

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	6.4
Filipino	2.6
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.0
White	57.1
Socioeconomically Disadvantaged	26.3
English Learners	0.6
Students with Disabilities	4.5
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	7	7	613
Without Full Credential	2	3	2	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2018-19)

Year and month in which data were collected: 2018/10

The school district held a public hearing on September 27, 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.

The table displays information collected in August, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 The College Board SpringBoard (2017)/2017 AP English Language Bedford Freeman Worth Bedford Handbook (2006)/2016 AP English Language- Bedford Freeman Worth Bedford Reader 9th ed. (2006)/2016 AP English Language- Bedford Freeman The Language of Composition 2nd ed. (2013)/2016 AP English Language- Bedford Freeman Worth 50 Essays, a Portable Anthology (2016)/2016 AP English Literature- Bedford Freeman Worth Bedford Introduction to Literature 7th ed. (2007)	Yes	0%
Mathematics	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2001) Finite Mathematics – McDougal (2004) Calculus – Scott Foresman (2003) Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015)	Yes	0%
Science	Grades 9-12 Biology – Prentice Hall Modern Biology (2006) Advanced Placement Biology: Biology in Focus (AP Edition) 2014 Chemistry – Holt Modern Chemistry (2002) and Visualizing Matter (2000) Advanced Placement Chemistry: Chemistry and Chemical Reactivity (AP Edition) (2015) Physics – Holt Physics (2002) Advanced Placement Physics: College Physics: A Strategic Approach (AP Edition) 2015 Anatomy/Physiology – Wiley Introduction to the Human Body (2007)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grades 10-12: HMH Social Studies-California, Houghton Mifflin Harcourt (2019) Grade 10: HMH Social Studies:World History: Student Edition 2019 Houghton Mifflin Harcourt (2018) Grade 11: HMH Social Studies: American History: Reconstruction to the Present: Student Edition 2019 Houghton Mifflin Harcourt (2018) Grade 12: HMH Social Studies United States Government: Student Edition 2018 Houghton Mifflin Harcourt (2017)	Yes	0%
Foreign Language	Yes State Board Adopted	Yes	0%
Health	Yes State Board Adopted	Yes	0%
Visual and Performing Arts	Yes State Board Adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur often to identify any immediate concerns for repair. Through facility inspections occur comprised of a team of site and district personnel to identify future areas to address and prioritize facility needs. In our most recent inspection, February 2018, we were rated a "9" on a 10 point scale.

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: 2/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Primary Boys Restroom: There is a sink that is non-operational.
Safety: Fire Safety, Hazardous Materials	Good	Advisory Teachers Office: There is a piggybacked extension cord. Classroom 15: There are chemicals out or under the sink area. Classroom 29: There are chemicals out or under the sink area. Classroom 3: There are beanbag chairs that have not been fire treated. Classroom 6: There are beanbag chairs that have not been fire treated. There are chemicals out or under the sink area.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/28/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	78.0	87.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	50.0	21.0	25.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	31	83.78	87.10
Male	11	10	90.91	80.00
Female	26	21	80.77	90.48
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	16	80.00	87.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	30	81.08	50
Male	11	10	90.91	70
Female	26	20	76.92	40
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	15	75	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

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

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

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.5	21.1	47.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

The WCHS Parent Advisory Council (PAC) 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 Parent Advisory Council meets regularly to review policy decisions. Additionally, the Parent Advisory 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 ParentSquare phone system in the form of emails, text messages and phone calls.

In addition, parents are provided with professional learning opportunities throughout the year to help support their students with instruction at home.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.7	0.0	2.6	6.1	6.9	7.2	10.7	9.7	9.1
Graduation Rate	95.3	100.0	94.9	89.3	87.8	86.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	89.8	88.7
Black or African American	100.0	57.9	82.2
American Indian or Alaska Native	0.0	37.5	82.8
Asian	0.0	93.4	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	90.3	86.5
Native Hawaiian/Pacific Islander	0.0	88.9	88.6
White	100.0	92.8	92.1
Two or More Races	100.0	80.0	91.2
Socioeconomically Disadvantaged	100.0	90.2	88.6
English Learners	0.0	59.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	33.3	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.7	0.6	7.7	10.1	7.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee recommends changes based on review of information. Any changes are submitted to the School Board for approval. 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 which consists of classroom teachers, classified staff and administration. WCHS 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 "ParentSquare" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	23.0	4		2	25.0	2	2	2	25.0	3	2	2
Mathematics	20.0	3	1	2	20.0	4		2	24.0	2	1	2
Science	28.0	1	1	2	22.0	2	1	2	52.0		1	1
Social Science	33.0	1		2	28.0	1		3	28.0	1		3

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	140
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.20	N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	1	N/A
Other		N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,394.48	\$8,834.65	\$9,559.83	\$67,338.79
District	N/A	N/A	\$6,451.10	\$78,515
Percent Difference: School Site and District	N/A	N/A	38.8	-15.3
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	29.2	-16.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,742	\$49,512
Mid-Range Teacher Salary	\$76,883	\$77,880
Highest Teacher Salary	\$103,252	\$96,387
Average Principal Salary (Elementary)	\$116,427	\$123,139
Average Principal Salary (Middle)	\$123,168	\$129,919
Average Principal Salary (High)	\$137,253	\$140,111
Superintendent Salary	\$228,718	\$238,324
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All courses	3	18.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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. Staff meetings occur two times a month and additionally two Friday's a month teachers have the opportunity to collaborate, learn strategies, and develop action plans to meet student needs.

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

The district participates in Induction, PAR, AB 466, 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.