

# **Westport 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	Westport Elementary School
Street	5218 South Carpenter Rd.
City, State, Zip	Modesto, CA 95358
Phone Number	209.556.1700
Principal	Jennifer Cervantes
Email Address	<a href="mailto:jcervantes@ceres.k12.ca.us">jcervantes@ceres.k12.ca.us</a>
Website	<a href="http://wp.ceres.k12.ca.us/">http://wp.ceres.k12.ca.us/</a>
County-District-School (CDS) Code	50-71043-6052468

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

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	<a href="mailto:cpietanza@ceres.k12.ca.us">cpietanza@ceres.k12.ca.us</a>
Website	<a href="http://www.ceres.k12.ca.us">www.ceres.k12.ca.us</a>

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

Westport Elementary is a wonderful K-6 school located in the California Central Valley. It is one of the fourteen elementary schools in the Ceres Unified School District.

We believe the mission of Westport School is:

Welcome every student  
Encouraging a love of learning  
Specializing in meeting individual needs  
Teaming up with our community  
Promoting perfect attendance  
Opening the door to the future  
Reaching the CA State Standards  
Teaching is our passion!

Westport Elementary School is located nearly 10 miles from the City of Ceres and is in the Ceres Unified School District. The school is one of the smaller of the fourteen elementary schools in the district but pulls from the largest area. All students are eligible to ride the bus to and from school. We have one principal, 20 certificated teachers, one library media clerk, one full-time paraprofessionals, four part-time paraprofessionals, a 20% nurse, one full-time health clerk, one 60% speech and language pathologist, one administrative assistant, one community liaison and three office secretaries. Upper grade receives Music and P.E. teachers two days weekly and primary receives PE once weekly. The school has 22 classrooms, a library, and a large multipurpose room. The school year consists of 180 instructional days with seven minimum days for parent conferencing and three for staff development. The students are in school for 310 instructional minutes a day.

The culture at Westport is diverse. Students come from rural farms and small housing areas that are called “tracts.” A large part of our population comes from an unincorporated area in South Modesto that is eight miles from the school. Of the approximately 410 students, 91% of the students receive free or reduced cost for breakfast and lunch, 65% are English Learners (EL's). The ethnic make-up approximately includes 85% Hispanic, 11% White, 18% migrant students and 10% special education. Approximately, 60% of the parents are not high school graduates, 25% are high school graduates, with the remainder having some college or being college graduates.

Westport Elementary School includes a two-session preschool program on the campus, a morning session and an afternoon session. Each serves approximately 25 students per class.

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	49
Grade 2	60
Grade 3	62
Grade 4	64
Grade 5	62
Grade 6	62
<b>Total Enrollment</b>	<b>426</b>

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

Student Group	Percent of Total Enrollment
Filipino	0.2
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.2
White	12.4
Socioeconomically Disadvantaged	93.2
English Learners	55.9
Students with Disabilities	8
Foster Youth	0.7
Homeless	

## 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	19	20	20	617
Without Full Credential	1	0	0	25
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### 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	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, 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, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

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

## School Facility Conditions and Planned Improvements

Westport prides itself in having clean, safe and maintained facilities. A district committee walks the campus to check the cleanliness of the campus on an annual basis. Westport is annually in the running for top facilities in the district. Westport has a dedicated custodial team and district maintenance crew that work together to ensure that our campus is clean and safe. In addition, on an annual basis surveys are given to students, parents and staff. Priorities are addressed from the results of the surveys and walk throughs.

### 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: 9/26/2019**

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	Classroom 19: There are chemicals underneath the sink. Classroom 23: There is rubbing alcohol underneath the sink. Nurse's Office: There is a chemical bottle left out on the counter.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Multipurpose Room: There is a large crack on the floor.
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)	39	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	27	N/A	25	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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)	18	N/A	18	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)

Family involvement is welcomed and encouraged at Westport. We have many activities in place, which are taking place by Zoom meeting due to the COVID crisis:

- Regular communication: Hoofprints Newsletter, Parent Communication folders, Newspaper articles, Parent Handbook, Progress Reports, weekly ParentSquare updates
- Regular meetings: regularly scheduled ELAC meetings, four annual School Site Council meetings, virtual Back to School Night, virtual Open House
- Monthly Principal Coffee Club informal virtual parent meetings with Westport principal and site staff
- Community events: Rotary Read-In, digital Career Fair, Letters to Santa, etc.

Families are invited to participate with our students' education.

### 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	3.8	2.7	10.1	7.0	3.6	3.5
Expulsions	0.0	0.0	0.3	0.3	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	2.9	6.2	3.5
Expulsions	0.0	0.4	0.1

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)

Safety is a top priority to the staff, families and students of Westport Elementary. The safe school plan is revised each year with the input of both staff and the School Site Council. Data is collected on school safety through annual surveys to parents, students and staff. Surveys are administered each fall and the safety plan is revised by March of each year. The last School Safety Plans were revised and approved on 1/30/19.

Westport Elementary takes a proactive approach in encouraging positive student behavior through our Westport Way initiative.

Safety drills and procedures are practiced on a monthly basis. Annual education in drug & alcohol awareness is provided by staff during Red Ribbon activities.

In addition, Westport prides itself in having clean, safe and maintained facilities. Westport is annually in the running for top facilities in the district and last received this honor in May 2015.

## 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	1	2		16	3			22		3	
1	20	3			18	3			16	3		
2	23		3		18	3			20	3		
3	24		3		23		3		21	1	2	
4	29		2		31		2		32		2	
5	31		2		30		2		31		2	
6	30		2		32		2		31		2	

\*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	
Resource Specialist (non-teaching)	
Other	2

\*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	9,687.80	1,835.69	7,852.12	86,111.83
District	N/A	N/A	7,932.61	\$82,555
Percent Difference - School Site and District	N/A	N/A	-1.0	4.2
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	1.3	1.8

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

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

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,950	\$52,484
Mid-Range Teacher Salary	\$81,650	\$81,939
Highest Teacher Salary	\$109,654	\$102,383
Average Principal Salary (Elementary)	\$122,754	\$129,392
Average Principal Salary (Middle)	\$123,185	\$136,831
Average Principal Salary (High)	\$146,921	\$147,493
Superintendent Salary	\$241,034	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
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	13	10	15

In the 2018-2019 school year, the school site has planned 10 collaboration/early release days and 5 professional development days. For 2019-2020, the school site has planned collaborative professional development days in cooperation with other sites from CUSD focused specifically in the area of math practices and unit planning. For the 2020-2021 school year, due to COVID, there are weekly PLC meetings for each grade level in addition to 5 professional development days, with the majority of the professional learning centered around English Language Development and Writing instructional practices. In addition to the school-wide support, each grade level team will work with guidance and support from the site instructional coach to further develop unit plans, along with the 10 collaboration/early release days.

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 collaborate, learn strategies, and develop action plans to meet identified student needs.

Each meeting focuses on the areas prioritized by student assessment data, teacher input and parent surveys.

The following statements reflect educational practices at all school sites in the Ceres Unified School District.

- Staff development activities at each site have emphasized providing opportunities for teachers to analyze grade level standards and align classroom curriculum to those standards.
- Professional Development & Staff Development Days are planned based upon specific district and site needs.
- Data is reviewed to drive improvement efforts that trigger staff development plans.
- Coaching has been provided to teachers.
- Instructional focus of implementing district norms which include student engagement, higher-level questioning, writing, lesson design.
- The district Professional Development Plans provides a focus on individual needs for staff development.
- The County Office of Education offers workshops on staff development activities related to technology, standards, assessment, and accountability.
- The District Strategic Plan addresses the area of staff development and provides a list of district-wide and site-based action plan activities.

The following statements characterize educational practice at Westport Elementary School:

1) Opportunities are provided to share, discuss, and reflect on professional readings and to develop new materials and activities.

2) Professional development activities during staff meetings & professional development days are determined by program needs and survey results. Staff development is also provided through staff meetings, district in-services, informal teacher in-services and sharing opportunities, and outside conferences. All staff are offered and encouraged to participate in a variety of in-service training. Teachers are provided release days throughout the year for grade level articulation and planning. Paraprofessionals meet on a regular basis to discuss the program and receive training based on program needs.

3) The comprehensive staff development program is site-directed and aimed at improved academic achievement for all student sub-groups with particular emphasis on language/vocabulary development as well as lessons designed with both thorough concept and skill development.

The district participates in Induction at both the district and county level, as well as 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.