

# Today's Fresh Start Charter School - Compton

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Today's Fresh Start Charter School - Compton
<b>Street</b>	4476 Crenshaw Blvd.
<b>City, State, Zip</b>	Los Angeles, CA 90043-1208
<b>Phone Number</b>	(323) 293-9826
<b>Principal</b>	Dr. Pierre Codio
<b>E-mail Address</b>	todayfreshstart@aol.com
<b>Web Site</b>	www.todayfreshstartcharterschool.org
<b>CDS Code</b>	19 73437 0132845

<b>District Contact Information</b>	
<b>District Name</b>	Today's Fresh Start Charter School - Compton
<b>Phone Number</b>	(323) 293-9826
<b>Superintendent</b>	Dr. Jeanette Parker
<b>E-mail Address</b>	todayfreshstart@aol.com
<b>Web Site</b>	todayfreshstart.org

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

The Charter School's Mission is to educate each child individually and personally to the goal of each child's highest level of academic achievement, social and emotional growth enrichment.

#### **Vision Statement**

The Charter School envisions to progress along the continuum of the Mission to the goal of the Charter School's highest level of achievement in the various aspects of the Charter School's development. TFSCS envisions the lofty goal of preparing each child who attends the Charter School from Kindergarten through eighth grades (with parent participation and involvement) to be successful in high school and not only enroll in college, but finish college with a Bachelor's and post graduate degrees. The Charter School envisions preparing its students to become successful, productive members of society. TFSCS students will volunteer to assist their home school at TFSCS and others in society as they continue their successful achievement and growth by being lifelong learners.

The mission of TFSCS rests with a commitment to excellence in educating at risk students. First we must answer the question: "at-risk" of what? We believe our students are at risk of not having the same opportunities to quality education with educated and interested teachers, access to proven educational curriculums and exciting learning alternatives, therefore creating a challenging environment to reach their fullest potential. We believe parents are at risk of not recognizing the impact they have on the shape and development of their children's lives. We believe teachers are at risk of not believing all students can learn and are willing to provide instructional techniques to ensure students succeed in the classroom. Understanding what is at risk has enabled us to provide students, teachers and parents with an educational alternative built on clearly outlined personal and educational expectations and a proven, research based curriculum.

Today's Fresh Start Charter School's student population includes up to 93% of socio-economically disadvantaged students. Most new enrollees have attended underperforming schools in the geographic area and are educationally disadvantaged. Due to these disadvantages, many of these elementary aged students are deemed at risk of failing and not succeeding in the skills of lifelong learning. By providing an educational alternative, qualified teachers and a diverse learning environment offers the goal of ensuring no child is left behind. The early detection of each child's potential for success is a priority. Students have a rigorous, hands-on, comprehensive and performance based learning environment. The TFSCS curriculum is strongly reinforced with intervention and enrichment studies including after school tutoring, small group instruction, Saturday enrichment studies and two weeks concentrated study prior to the start of school for students who need more academic help (as funds are available). These sessions form a bridge for students to achieve academic excellence, linking them to current study needs and a jumpstart prior to starting the school year. All students who are second grade through eighth grades have their personal laptop for school use. Students in lower grades, transitional kindergarten, kindergarten and first grade use other types of technology aside from laptops, such as tablets.

TFSCS uses a site-based model of instruction. Many of the public schools located in the area place in the bottom three declines of both the statewide and similar schools academics as shown on the California State Dashboard. Today's Fresh Start-Compton is a Community Eligibility Provision (CEP) approved school and therefore all students at TFSCS receive free breakfast and lunch.

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	87
Grade 2	95
Grade 3	84
Grade 4	95
Grade 5	82
Grade 6	65
Grade 7	47
Grade 8	34
<b>Total Enrollment</b>	<b>664</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	54.2
American Indian or Alaska Native	1.8
Asian	0.0
Filipino	0.0
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.3
White	0.2
Socioeconomically Disadvantaged	92.8
English Learners	32.5
Students with Disabilities	5.7
Foster Youth	0.9

## 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	31	31	31	31
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**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:** 2019- January

At Today's Fresh Start we have adopted McGraw Hill in all grade levels for Language Arts , as well as Math. We have incorporated into our program new ELD companion Worktexts for each student in grades K - 5 this year. We have also purchased new Math manipulative kits for grades K-5. In addition to this we have also purchased this year a new Science program for K-8,as well as a new History-Social Science (K-8) for our school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders Grades K-5/2015, McGraw Hill Close Reading / ELD Worktext- 2016 McGraw Hill Study Sync Grades 6-8/2016	Yes	0
<b>Mathematics</b>	McGraw Hill My Math Grades K-5/2016, Math Manipulatives/2016, McGraw Hill Glencoe Math Common Core Grades 6-8/2015	Yes	0
<b>Science</b>	McGraw Hill Inspire Science Grades K-5/2016, MCGraw Hill Science LAb Kits/2016, McGraw Hill Integrated Science Grades 6-8/2016	Yes	0
<b>History-Social Science</b>	McGraw Hill Impact Social Studies Grades K- 8 ,CALIFORNIA, US HISTORY Gr 5, CALIFORNIA, WORLD HISTORY AND GEOGRAPHY, ANCIENT CIVILIZATIONS Grade 6, CALIFORNIA, WORLD HISTORY AND GEOGRAPHY, MEDIEVAL AND EARLY MODERN TIMES Grade 7,CALIFORNIA, UNITED STATES HISTORY & GEOGRAPHY: GROWTH AND CONFLICT Grade 8-8/2018	Yes	0

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

Monthly School conditions are recorded and paperwork filled out at the end of each month. If repairs are needed they are also noted at this time.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: December 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

<b>Year and month of the most recent FIT report: December 2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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)	38.0	46.0	31.0	35.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	36.0	24.0	27.0	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	387	383	98.97	45.69
Male	178	176	98.88	36.93
Female	209	207	99.04	53.14
Black or African American	213	211	99.06	41.23
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	163	161	98.77	51.55
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	369	365	98.92	44.93
English Learners	133	131	98.50	44.27
Students with Disabilities	30	30	100.00	13.33
Foster Youth	--	--	--	--

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	387	383	98.97	36.03
Male	178	176	98.88	33.52
Female	209	207	99.04	38.16
Black or African American	213	211	99.06	32.23
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	163	161	98.77	40.37
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	369	365	98.92	35.62
English Learners	133	131	98.5	39.69
Students with Disabilities	29	29	100	6.9
Foster Youth	--	--	--	--

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.

## 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
5	27.3	15.6	20.8
7	26.2	28.6	23.8

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)

Parents are always welcome! Teachers and administration hold regularly scheduled parent meetings addressing a variety of topics wherein the subject matter to be discussed (such as bullying, taunting and teasing) is uniform in all classrooms. We have found this is the best way to increase parents' involvement when the teacher can inform parents of their classroom what their child is being taught and bring new information to the parents as well. In addition, we conduct Parent Math Workshops, EL "LA Lectura" classes for parents, Title I and Title III meetings, and a Fall Festival which involves a large amount of parent participation.

### 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	0.1	0.0	0.0	3.5	4.3	1.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The school has adopted and implements a comprehensive set of health, safety and risk management policies. The school safety committee meets regularly and conducts monthly site inspections in an effort to maintain a safe campus and learning environment. All employees must submit to a criminal background check before being hired and must have periodic Tuberculosis (TB) tests. Fire drills are held monthly; emergency drills are held each semester. TFSCS has policies related to the administration of prescription drugs and medications.



## 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	2015-16				2016-17				2017-18			
	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	20	3	2		9	8	1		15	4	1	
1	22	1	3		21	2	2		18	3	2	
2	20	1	4		21	1	3		19	1	4	
3	20	2	3		23		4		17	2	3	
4	21	1	3		21	1	3		19	2	3	
5	23		3		24	1	1	1	21	2	1	1
6	23		2		49			1	16	2	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.

### 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	0.5	21
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,711.73	2,046.00	9,130.00	61,971.29
District	N/A	N/A	9,130.00	\$80,046
Percent Difference: School Site and District	N/A	N/A	0.0	-25.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	24.7	-26.3

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)

The instructional model of Today's Fresh Start Charter School is based on the concept of teachers as facilitators of students' learning and acquisition of knowledge. Administration and teachers work as a collaborative team to design differentiated learning experiences and equal access to the curriculum for all students and all subgroups: African American, Latino, Socioeconomically Disadvantaged, English Learners and special needs. As a means of ensuring teachers are prepared to implement strategies aligned with students' individual needs, teachers attend an intensive professional development just prior to the start of each school year, usually in August (dependent on the date of the new start day of school). The length of the intensive professional development is based on available funding, up to ten days. On-going weekly professional development is held throughout the school year. TFSCS Transitional Kindergartners, Kindergartners and first through third grade classes have a student to teacher ratio of up to 24 to 1 and grades four through eight are up to 29 to 1 student to teacher ratios. These ratios are subject to change based on the prevailing State required minimum and maximum teacher to student ratios and as available funding for Class Size Reduction and Local Control Funding Formula (LCFF) funding allowances. The current student to teacher ratio is designed to create an environment conducive to student achievement to the individual child's "personal best" through a variety of instructional groupings. With the additional support of paraprofessionals and supplemental staff, the student to adult ratio is reduced, providing opportunities for increased student instructional support and individualized instruction. Again, this additional instructional assistance is as funding allows.

Today's Fresh Start Charter School has an intervention team, which consists of Resource Specialists, Special Education Staff, Counseling staff, psychological staff and behavior staff. The purpose of the intervention team is to track and monitor student progress by visiting the classrooms unobtrusively while students are observed. There are several considerations made which may be contributors to a student not achieving his/her personal best. Those considerations may be behavior, diet, lack of sleep, attendance issues or other situations which may be domestically related. Teachers learn through professional development or through their own strategies what strategies to use which best encourage each child toward his/her personal best. Every child is observed by an intervention team member, the instructional coach or site administrator so that we know how each child will learn and what context; whether it is verbally, visually, auditory or whatever method will work for that child. Perhaps if the child needs manipulatives or using other teaching techniques to achieve highest performance might be a consideration.

For the past six years, TFSCS has maintained a collaborative team relationship with UC San Diego. This professional development allows for teachers who have Preliminary Multiple Subject Credentials to work on clearing their credentials. This is a wonderful program and benefit for teachers.

Professional development is held every Tuesday, which is early release day. The wealth of intelligence and resources are used from our own staff. Teachers share what techniques they have used which bring great success to the students' learning. All teachers are encouraged to conduct professional development, as well as site administrators, instructional coaching and outside consultants.

Parents are always welcome! Teachers and administration have regular parent meetings wherein the subject matter to be discussed (such as bullying, taunting and teasing) is uniform in all classrooms. We have found this is the best way to increase parents' involvement when the teacher can inform parents of their classroom what their child is being taught and bring new information to the parents as well.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,769	\$47,903
Mid-Range Teacher Salary	\$71,966	\$74,481
Highest Teacher Salary	\$94,120	\$98,269
Average Principal Salary (Elementary)	\$115,345	\$123,495
Average Principal Salary (Middle)	\$121,884	\$129,482
Average Principal Salary (High)	\$137,520	\$142,414
Superintendent Salary	\$245,000	\$271,429
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

## Professional Development (Most Recent Three Years)

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For the past year, TFSCS has maintained a collaborative team relationship with UC San Diego. This professional development allows for teachers who have Preliminary Multiple Subject Credentials to work on clearing their credentials. This is a wonderful program and benefit for teachers.

Professional development is held every Tuesday, which is early release day. The wealth of intelligence and resources are used from our own staff. Teachers share what techniques they have used which bring great success to the students' learning. All teachers are encouraged to conduct professional development, as well as site administrators, instructional coaching and outside consultants.

2018-2019-Two weeks prior to the start of the school year Professional Development Sessions were held addressing CAASPP Data Analysis, ELA/ELD Instructional Strategies, ELA/ELD Curriculum, Mathematics Instruction, Special Education, Child Abuse Reporting, and Technology. In addition, teachers were given the opportunity to collaborate with one another, creating pacing plans and developing lessons. Themes from the summer Professional Development will be continued throughout the school year during Professional Developments held every Tuesday following the early dismissal of students.

2017-2018- Two weeks prior to the start of the school year Professional Development Sessions were held addressing CAASPP Data Analysis, ELA/ELD Instructional Strategies, ELA/ELD Curriculum, Mathematics Instruction, Special Education, Child Abuse Reporting, and Technology. In addition, teachers were given the opportunity to collaborate with one another, creating pacing plans and developing lessons. Themes from the summer Professional Development will be continued throughout the school year during Professional Developments held every Tuesday following the early dismissal of students. During the school year we held a total of forty-two professional development sessions.

2016-2017 – Two weeks prior to school in September and weekly staff development meetings are held on early release days. Teachers have the opportunity for grade level and school wide professional development meetings.