

## Equitas Academy #2

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

## 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.

## April Adams, School Director

Principal, Equitas Academy #2

### About Our School

Welcome to Equitas Academy #2! We are a community of growth-minded educators working together towards the mission of preparing 100% of our scholars to graduate from four-year colleges and universities. For our 5th-8th grade scholars, we provide a warm, structured, and rigorous academic program focused on college preparation and building character. In addition to core subjects, all of our scholars experience enrichment courses in Spanish, music, health, and physical education. We encourage the development of character through our core values – curiosity, optimism, gratitude, grit, self-control, social intelligence, and zest – taught and celebrated regularly.

Our teachers and staff are passionate, committed professionals dedicated to continual growth and improvement to provide each scholar with the best education possible. Through ongoing coaching and feedback, our team embodies the growth mindset necessary to accomplish our mission.

In addition to our scholars, teachers, and staff, our families are an incredibly important part of our school community. It is only through their support and participation that we are able to help every scholar succeed.

We are so fortunate and thankful for the school community we have created, and welcome you to visit and see our amazing school for yourself.

April Adams

School Director

### Contact

Equitas Academy #2  
2723 West 8th St.  
Los Angeles, CA 90005-1226

Phone: 213-201-5940  
E-mail: [aadams@equitasacademy.org](mailto:aadams@equitasacademy.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Equitas Academy
<b>Phone Number</b>	213-201-0440
<b>Superintendent</b>	Malka Borrego
<b>E-mail Address</b>	<a href="mailto:mborrego@equitasacademy.org">mborrego@equitasacademy.org</a>
<b>Web Site</b>	<a href="http://equitasacademy.org">http://equitasacademy.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Equitas Academy #2
<b>Street</b>	2723 West 8th St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90005-1226
<b>Phone Number</b>	213-201-5940
<b>Principal</b>	April Adams, School Director
<b>E-mail Address</b>	<a href="mailto:aadams@equitasacademy.org">aadams@equitasacademy.org</a>
<b>Web Site</b>	<a href="https://eq2.equitasacademy.org">https://eq2.equitasacademy.org</a>
<b>County-District-School (CDS) Code</b>	19647330126169

Last updated: 1/29/2019

### School Description and Mission Statement (School Year 2018—19)

Equitas Academy provides a structured, achievement-based community that prepares students to graduate from four-year colleges and universities. Equitas Academy Charter School provides a high-quality education and challenging school experience. Our school model is based on:

**High Expectations**

Structured and disciplined classrooms, school-wide behavioral code of conduct, and school uniforms

**College Readiness**

Extended school day and year, enrichment activities, and preparation to enter top-performing middle, high schools and ultimately college

**A Family Partnership**

Ongoing communication with parents about academic and behavioral progress, at-home visits by staff, and family workshops

**A Safe and Supportive School Community**

We help our children make positive choices through our school values of integrity, perseverance, dignity, pride, respect, and compassion

The Equitas Academy core values are taken from the book, How Children Succeed by Paul Tough.

Our Core Values for scholars are:

**Curiosity**

Taking an interest in experience and learning new things for its own sake; finding things fascinating

**Optimism**

Expecting the best in the future and working to achieve it

**Gratitude**

Being aware of and thankful for opportunities that one has and for good things that happen

**Grit**

Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience

**Self-control**

Regulating what one feels and does; being self-disciplined

**Social intelligence**

Being aware of motives and feelings of other people and oneself; including the ability to reason within large and small group

**Zest**

Approaching life with excitement and energy; feeling alive and activated

Our Core Values for staff are:

**Curiosity**

Taking an interest in experience and learning new things for its own sake; finding things fascinating.

- We research, seek out, and share best practices
- We commit to asking and answering questions
- We seek growth by exploring and taking risks to constantly challenge others and ourselves

**Optimism**

Expecting the best in the future and working to achieve it.

- We celebrate every victory and success
- We are solutions-oriented and face challenges with a smile
- We use positive language

**Gratitude**

Being aware of and thankful for opportunities that one has and for good things that happen.

- We are specific and meaningful when expressing appreciation for experiences, opportunities, and others
- We give shout outs
- We celebrate growth and potential

**Grit**

Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.

- We embrace challenges and persevere through them
- We remain resilient in the pursuit of our goals

**Professionalism**

Regulating what one feels and does; being self-disciplined work

- We model appropriate dress, countenance and speech.
- We are responsible for our commitments and deadlines.
- We respect others' feelings and time.
- We hold ourselves and our team members accountable for upholding our core values.
- We assume the best intentions of our teammates and resolve any conflicts in a timely and positive matter, employing the 24/48 hour rule.

**Teamwork**

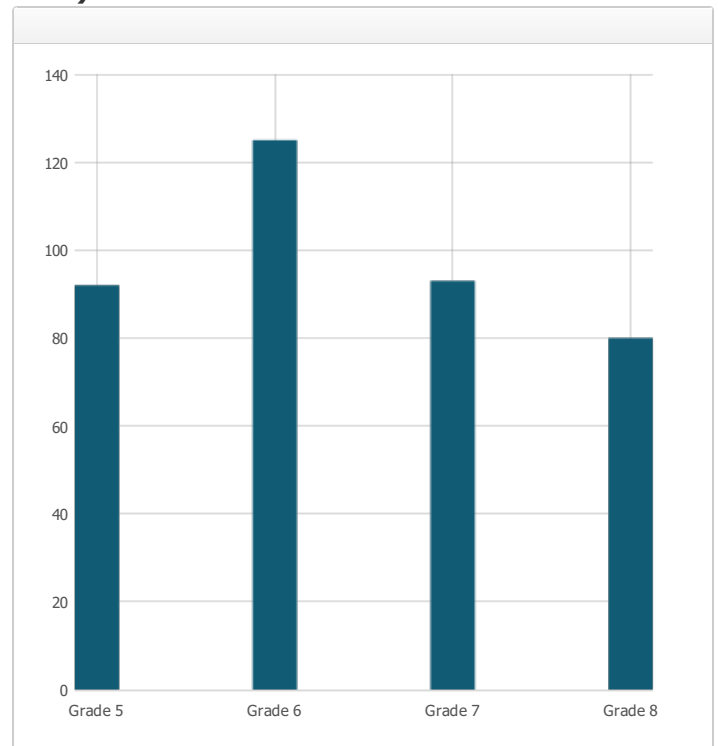
Being aware of motives and feelings of other people and oneself; including the ability to reason within large and small groups.

- We communicate, compromise, and collaborate to find solutions and accomplish our goals
- We give and receive feedback gracefully JOY Approaching life with excitement and energy; feeling alive and activated.
- We find the fun!
- We celebrate wholeheartedly
- We enthusiastically approach our work

*Last updated: 1/29/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 5	92
Grade 6	125
Grade 7	93
Grade 8	80
Total Enrollment	390



Last updated: 1/29/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	%
Asian	0.3 %
Filipino	0.3 %
Hispanic or Latino	97.7 %
Native Hawaiian or Pacific Islander	%
White	0.5 %
Two or More Races	%
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.4 %
English Learners	16.9 %
Students with Disabilities	13.1 %
Foster Youth	0.3 %

## A. Conditions of Learning

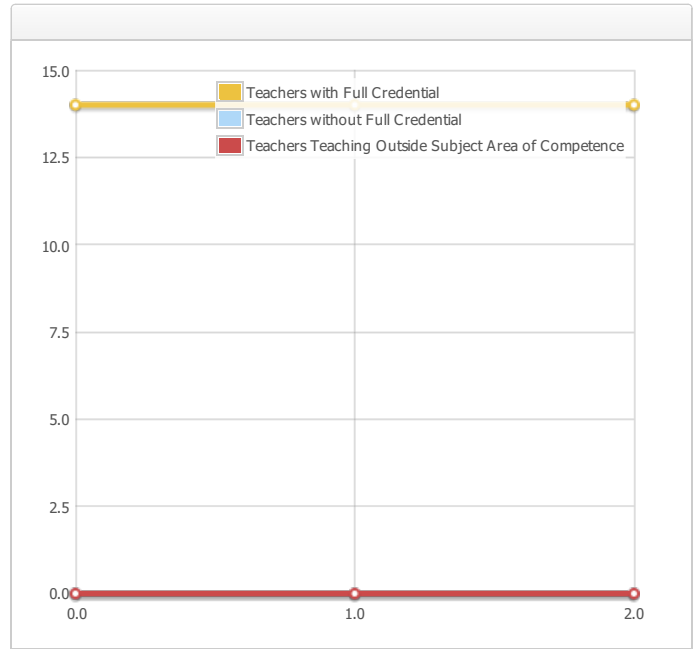
### State Priority: Basic

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

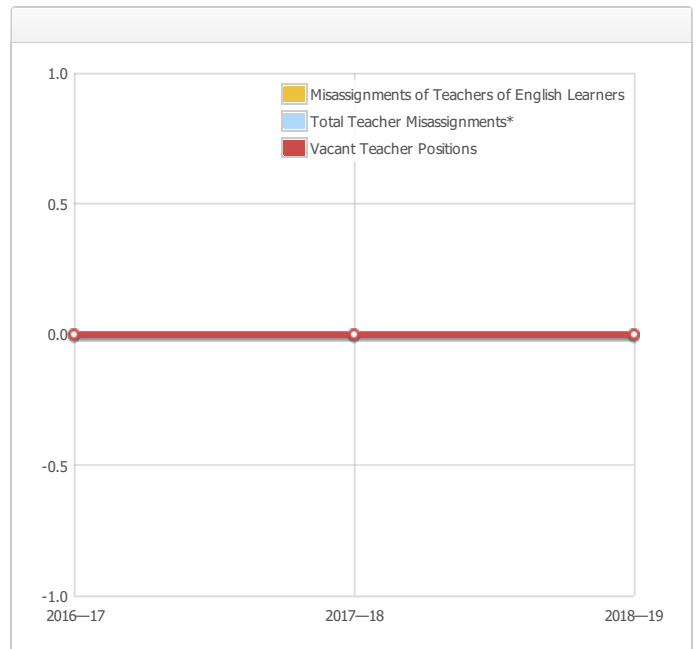
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	14	14	14
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2019

#### 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.

Last updated: 1/29/2019

## School Facility Conditions and Planned Improvements

Equitas Academy resides in a two story facility located in the MacArthur Park area of Los Angeles. The school building has 17 classrooms, a main office, a network office, a teacher workroom space, a large multi purpose room, a lunch distribution room. The building is fully enclosed with an underground parking garage. The facility is equipped with a security alarm and cameras.

*Last updated: 1/29/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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 Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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*Last updated: 1/29/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	50.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	42.0%	30.0%	32.0%	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.

*Last updated: 1/29/2019*



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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	385	98.97%	49.87%
Male	198	196	98.99%	42.86%
Female	191	189	98.95%	57.14%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	379	376	99.21%	49.47%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	379	376	99.21%	49.47%
English Learners	168	167	99.40%	31.74%
Students with Disabilities	52	51	98.08%	13.73%
Students Receiving Migrant Education Services				
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.

*Last updated: 1/29/2019*

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	385	98.97%	41.56%
Male	198	196	98.99%	40.82%
Female	191	189	98.95%	42.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	379	376	99.21%	41.76%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	379	376	99.21%	40.69%
English Learners	168	168	100.00%	23.21%
Students with Disabilities	52	52	100.00%	7.69%
Students Receiving Migrant Education Services				
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.

*Last updated: 1/29/2019*

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017–18)

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	14.9%	4.3%	--
7	17.8%	13.3%	1.1%

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.

*Last updated: 1/29/2019*

## 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)

Parent engagement in a child's education directly supports a child's academic success. To support parental engagement, Equitas Academy provides family orientations, home visits, parent workshops, family nights, school volunteer opportunities, Cafecitos (coffee talks) and School Site Council meetings. We encourage participation with school fieldtrips and attendance of any and all school events to promote family involvement in various ways. Nurturing and strengthening our parent relationships is a strategy to facilitating our student academic success now and in the future.

For inquiries regarding our parent engagement program, please contact our Director of Parent Partnerships, Ms. Lilia Mitre, [lmitre@equitasacademy.org](mailto:lmitre@equitasacademy.org).

# 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

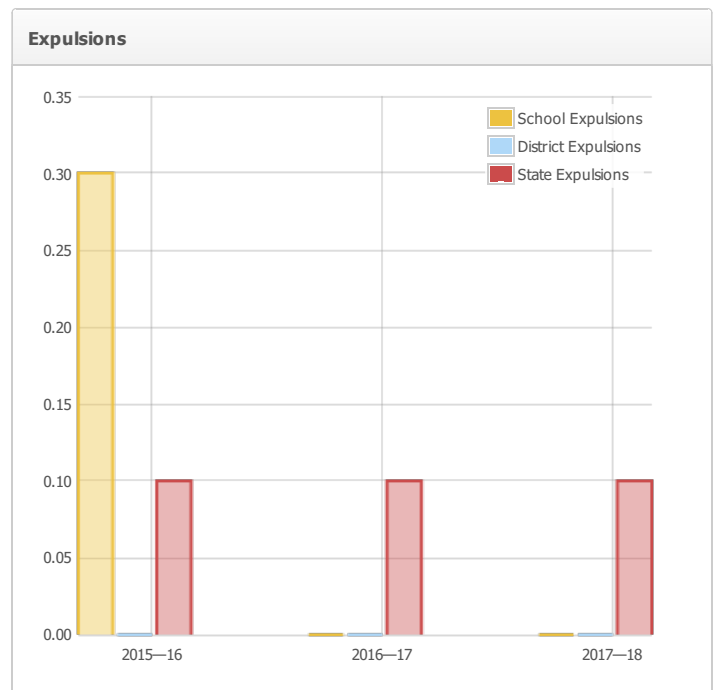
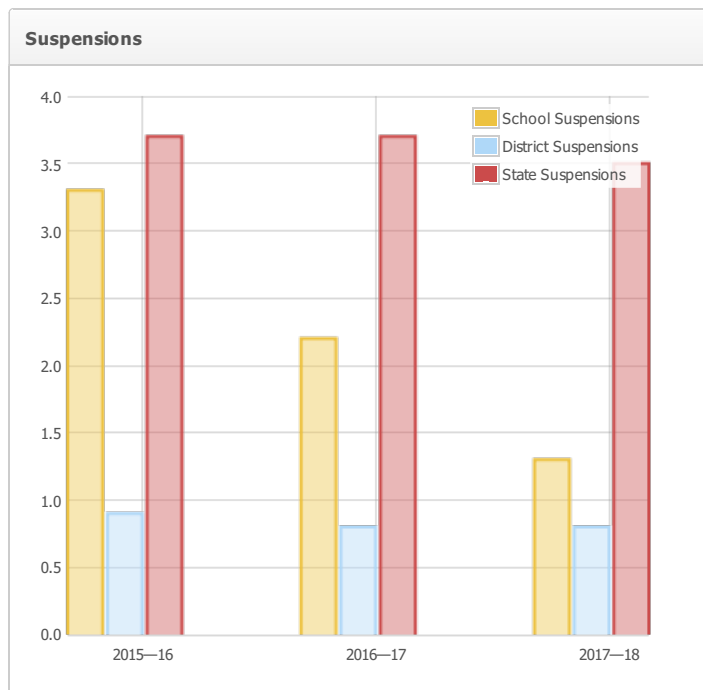
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.3%	2.2%	1.3%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

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

Equitas Academy Charter School is dedicated to ensuring that every effort is made in providing our scholars with a safe and organized learning environment. The classroom is a bridge to learning and the instructional program, for these reasons there are procedures and regular routines that help keep our school safe. School safety and climate are a part of student life from day one. Students are expected to follow a set of rules, "The Equitas Way," that facilitate student and school safety. The expectation is to always "be safe" which permeates through our school culture of not running, showing respect and keeping hands to oneself by using the STAR position. Daily morning meetings that focus around developing core values and safety help further the internalization of an overall safe school climate and works as a prevention program. This school cultural environment along with regularly scheduled emergency drills are practiced to prepare students and staff for earthquake and fire evacuations.

Last updated: 1/29/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	27.0		4	
6	25.0		4	
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	31.0		4	
6	27.0		4	
Other**	26.0		6	

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	31.0		4	
6	31.0		4	
Other**	27.0		6	

\* 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.

Last updated: 1/29/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	2	12	
Mathematics	23.0		14	
Science	23.0	1	13	
Social Science	23.0	1	13	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0		14	
Mathematics	29.0		14	
Science	29.0		14	
Social Science	29.0		14	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	2	12	
Mathematics	25.0	1	13	
Science	25.0	1	13	
Social Science	25.0	1	13	

\* 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.

*Last updated: 1/29/2019*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	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.

*Last updated: 1/29/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12890.7	\$3901.5	\$8989.3	\$56731.1
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/29/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The types of services and programs that are provided at Equitas Academy through categorical and other source funding help provide supports that allow student achievement and success. Those supports and programs include daily student intervention (RTI), Student Success Team (SST), Special Education (SPED) development, afterschool programming (ASES) and an enrichment program.

### RTI

Additional daily, targeted student support is provided by teachers for performing far below or above grade level, students with low socioeconomic status, English Language Learners, and Special Education students.

### SST

Students identified for additional supports are referred to the Student Success Team (SST) based on their educational needs. The SST process includes additional instructional supports, a timeline for implementation, and goals for the student.

### SPED

Students who qualify for SPED services receive additional educational services according to qualifications.

### Enrichment Program

Equitas believes that provided opportunities to experience activities outside the academics helps students prepare for their future endeavors to and in college and in their lives. Equitas is able to provide enrichment classes to all students 4 days a week.

### Expanded Learning

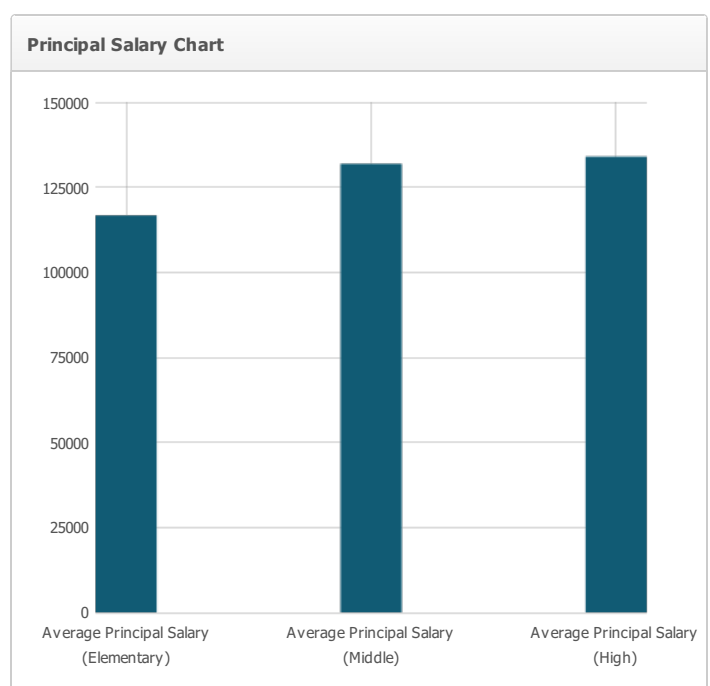
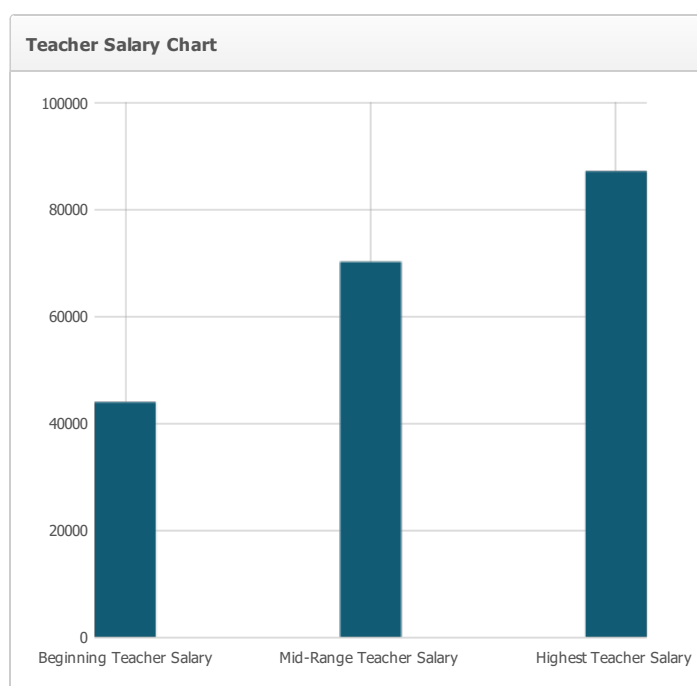
Equitas Academy students have access to a daily afterschool program that offers academic support in math, ELA and homework while offering enriching activities that address the whole student such as technology and photography clubs

Last updated: 1/29/2019

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/29/2019*

## **Professional Development**

To ensure that we are able to hold students to a clear promotion policy that expects our students will meet rigorous academic standards, Equitas Academy provides extended professional development time to develop our staff and to support our educational program. Annually, teachers receive 29 days of professional development. Additionally, students are dismissed one day per week at 1:45pm to allow for two hours of weekly professional development for teachers.

Professional Development is central to ensuring curriculum and teaching is delivered effectively. Upon hiring, all teachers will participate in four weeks of summer professional development training. This training: lays the foundation for a consistent and structured school culture; ensure common classroom management strategies and class procedures; establish school-wide expectations for behavior; and establish common lesson planning formats, standardized curriculum and assessments, and effective instructional delivery.

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