

# Cordelia Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Cordelia Hills Elementary School
<b>Street</b>	4770 Canyon Hills Dr.
<b>City, State, Zip</b>	Fairfield CA, 94534
<b>Phone Number</b>	(707) 399-5000
<b>Principal</b>	Mr. Steve Trotter
<b>Email Address</b>	stevetr@fsusd.org
<b>Website</b>	<a href="https://www.fsusd.org/Page/17401">https://www.fsusd.org/Page/17401</a>
<b>County-District-School (CDS) Code</b>	48-70540-0113092

Entity	Contact Information
<b>District Name</b>	Fairfield-Suisun Unified School District
<b>Phone Number</b>	(707) 399-5000
<b>Superintendent</b>	Kris Corey
<b>Email Address</b>	krisc@fsusd.org
<b>Website</b>	www.fsusd.org

### School Description and Mission Statement (School Year 2019-20)

School Profile: Cordelia Hills Elementary School is a TK-5 school located on the west side of Fairfield in the Cordelia neighborhood near the junction of Interstates 80 and 680. Cordelia Hills opened its doors to students in August of 2007. The enrollment is steadily increasing and is now at 735 students. The Cordelia Hills school community embraces children from a spectrum of cultures. Every child is treated as unique and special. The ethnic composition of the school is Filipino, Hispanic, African American, Asian, American Indian, Pacific Islander, White and others. Cordelia Hills is a successful elementary school that has a focus on technology and innovation. It was named a 2012 California Distinguished School and a California Gold Ribbon School in 2016. The entire staff works to develop a positive school community supportive of the academic success of all students. The school has an experienced teaching staff, an active Parent-Teacher Association, and positive community support. Additionally, rigorous curriculum, interventions, technology applications and a positive learning environment all contribute to this goal. The school's instructional focus includes implementation of effective teaching strategies, integration of technology and consistency of instruction within grade levels. Starting in the Summer of 2018, Cordelia Hills Elementary has a one to one Chromebook deployment for grades 2-5. Additionally, all other grades have a vast deployment of technology. Teachers meet routinely to discuss student progress in order to provide appropriate modifications/interventions and structure curriculum to support student growth. Programs include: interventions within the school day as determined by student assessments; informal after-school tutoring at all grades; after-school interventions for our English Learners; garden club; fitness club; Life After School (city-sponsored day care); Early Engineers; Firefly Art; Chess; and Mad Science after school programs. The school PTA supports community activities, field trips and classroom projects. Cordelia Hills recognizes the importance of strong home-school communication and has multiple systems in place to support this. The students of the school understand and appreciate that Cordelia Hills is a "safe place of learning".

Cordelia Hills Mission Statement: Cordelia Hills Elementary, a community-based school, commits to innovative educational opportunities and developing resilient students who are inspired to succeed.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	135
<b>Grade 1</b>	124
<b>Grade 2</b>	99
<b>Grade 3</b>	114
<b>Grade 4</b>	103
<b>Grade 5</b>	107
<b>Total Enrollment</b>	682

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.1
Asian	13
Filipino	21.1
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	1
White	17.4
Two or More Races	15.1
Socioeconomically Disadvantaged	27.7
English Learners	9.8
Students with Disabilities	9.5
Foster Youth	0.9
Homeless	0.7

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	33	33	882
Without Full Credential	3	2	2	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	For grades K-5: Benchmark Advanced, copyright date 2017, adopted by local governing agency spring 2017. For Reading/Language Arts Intensive Intervention Core Replacement with embedded ELD in grades 4-6: Steck Vaughn Gateways, adopted by local governing agency spring 2009.	Yes	0%
<b>Mathematics</b>	For grades K-5: Macmillan McGraw-Hill/Everyday Mathematics, copyright date 2016, adopted by local governing agency spring 2016.	Yes	0%
<b>Science</b>	For grades K-5: Macmillan McGraw-Hill CA Science, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Prentice Hall CA Science Explorer, copyright date 2008, adopted by local governing agency spring 2007.	Yes	0%
<b>History-Social Science</b>	For grades K-5: Harcourt Reflections, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Holt CA Social Studies, copyright date 2006, adopted by local governing agency spring 2007.	Yes	0%
<b>Health</b>	For grades K-5: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 2006.	Yes	0%

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

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

Cordelia Hills is one of the newer schools in the District, built in 2007. No necessary improvements were identified on the Facility Inspection Tool (FIT).

### 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

**Year and month of the most recent FIT report:** SEPTEMBER 2019

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	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	67	44	45	50	50
Mathematics (grades 3-8 and 11)	52	67	32	33	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	315	99.37	0.63	66.98
Male	157	156	99.36	0.64	66.03
Female	160	159	99.38	0.62	67.92
Black or African American	31	31	100.00	0.00	77.42
American Indian or Alaska Native					
Asian	41	41	100.00	0.00	68.29
Filipino	64	64	100.00	0.00	81.25
Hispanic or Latino	78	78	100.00	0.00	52.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	60.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	49	49	100.00	0.00	69.39
Socioeconomically Disadvantaged	102	102	100.00	0.00	50.00
English Learners	53	53	100.00	0.00	49.06
Students with Disabilities	34	33	97.06	2.94	12.12
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	314	99.05	0.95	66.56
Male	157	155	98.73	1.27	69.03
Female	160	159	99.38	0.62	64.15
Black or African American	31	31	100.00	0.00	58.06
American Indian or Alaska Native					
Asian	41	41	100.00	0.00	82.93
Filipino	64	64	100.00	0.00	82.81
Hispanic or Latino	78	78	100.00	0.00	47.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	70.83
Two or More Races	49	48	97.96	2.04	62.50
Socioeconomically Disadvantaged	102	101	99.02	0.98	49.50
English Learners	53	53	100.00	0.00	52.83
Students with Disabilities	34	32	94.12	5.88	18.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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	25.5	23.6	19.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Cordelia Hills encourages community and parent involvement. Parents have opportunities to be involved in classrooms as volunteers, on the playground to supervise, and through the Parent-Teacher Association (PTA). There are a number of leadership opportunities for parents, including School Site Council, English Learner Advisory Committee, PTA and Parent Leader Committee (Superintendent's committee). Parents are also employed as lunch room and yard supervisors. The PTA sponsors fundraisers and a variety of activities throughout the year. These include events such as the CHE Fun Run, the Winter Event, the Annual Coyote Howl, two Scholastic Book Fairs, Family Math Night and Family Reading Night. The school has started three new parent engagement activities. These are the school climate committee, the WATCH D.O.G.S program for dads, and spring multicultural event. Open communication is essential and encourage parents to meet with teachers and call to ask questions or express concerns. There is a weekly blog and email sent to parents and parents are encouraged to openly discuss any concerns. All staff can be easily reached by phone and email. Many teachers have school websites, as do the school and the PTA. Additionally, the school Facebook page and Instagram page receive heavy traffic.

Parents are encouraged to attend Student of the Month Lunches and student recognition assemblies. Progress Reports are sent to parents midway through each trimester, with report cards sent three times a year. Academic conferences are scheduled for all students in November and again in the spring by need. Student Study Team meetings (SST) include staff and parents. SST meetings are scheduled for students when academic, health, attendance or behavior issues affect the student's progress in school and routine interventions have not been successful. Teachers and grade level teams sponsor activities that involve parents and children in learning (math, science, and reading nights, for example). Back-to-School Night and Kindergarten Orientation in the fall allow parents to meet with teachers and to view student work.

To become involved, parents are encouraged to contact the schools main office at 707-864-1905.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.0	0.3	0.1	6.2	6.2	5.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

At Cordelia Hills, the staff and School Site Council regularly review, update, and approve the School Safety Plan. The Safety Plan was reviewed on January 7, 2019 for 2018-19 and will be reviewed again in January, 2020 for 2019-20.

## 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	2	3		24	2	4		23	2	4	
1	24		4		23		4		24		5	
2	23	1	3		27		4		20	1	4	
3	32		2	1	24		4		23	1	4	
4	34			3	31		2	1	34			3
5	33		1	3	31		4		27	1		3
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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,240.62	\$367.08	\$4,873.54	\$69,961.42
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-9.3	6.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-42.5	-16.3

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 2018-19)

Services available for students include, but are not limited to: access to the School Psychologist for group and one to one counseling. Additionally, students have access to Library/Media Center services. All students are provided with a device to assist with completion of studies in and outside of school. Additionally, the site utilizes a health technician/nurse to support a wide array of student health needs. The site hosts an after school children center program through the City of Fairfield, PTA events, positive behavior awards and recognition, Student of the Month Lunches, breakfast and lunch service, and professional development for staff. The school offers several after school programs in which students can choose from for nominal fees. Additionally, the school sponsors fitness, cup stacking, robotics, and gardening clubs after school.

The school funds after school tutoring by individual teachers based on MAP assessments and formative classroom assessments. The site is not offering supplemental educational services for the 2018-2019 school year.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	9

The primary areas of focus for staff development at Cordelia Hills Elementary include small group instruction, K-2 primary literacy training, instructional support for English Language Learners, implementing academic conversations, implementation of MTSS systems, and in student engagement strategies. These areas of focus are based on a review of student MAP scores, state test scores, and site classroom walk through data.

Staff at Cordelia Hills receives training in several delivery methods including staff development meetings once a month, direct one to one coaching, District sponsored training, full day workshops and coaching sessions, and conferences.

Staff is supported through the process of implementation in several different ways including teacher-principal meetings, coaching by specialists, and intensive coaching cycles for newer site staff members. Dates for staff development include three days before the school year, two hours of professional development each month, 3 full days of professional development for grades 3-5, and individual coaching each month.