

Santa Cruz Gardens 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
School Name	Santa Cruz Gardens Elementary School
Street	8005 Winkle Ave.
City, State, Zip	Santa Cruz, CA 95065-1149
Phone Number	831.464.5670
Principal	Trisha Lee
Email Address	tlee@suesd.org
Website	https://www.scg.suesd.org/
County-District-School (CDS) Code	44698496049977

Entity	Contact Information
District Name	Soquel Union Elementary School District
Phone Number	(831) 464-5639
Superintendent	Scott Turnbull
Email Address	sturnbull@suesd.org
Website	https://www.suesd.org/

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

School Description

Santa Cruz Gardens is a small elementary school of 250 students from K through 5th grade, offering a nurturing environment for a child on these critical first steps of his/her education journey. The dedicated faculty is focused on their students' academic success as well as their social-emotional development, SCG offers a well-rounded program that emphasizes essential 21st century skills such as problem-solving and collaborative learning within the traditional disciplines of reading, writing, social studies, science and mathematics, infusing technology and digital literacy into a balanced curriculum that aligns to state-adopted standards. Our talented Special Education staff support our students with special needs, providing students with autism and other learning differences the opportunity to thrive in our inclusive classrooms. We are supported in all our efforts by our parent community who are committed to providing essential enrichment opportunities in the areas of music, dance, art, life skills, and a number of engaging extra-curricular activities.

We Believe....

- Achievement, success and a lifelong love of learning are supported by clear standards, challenging curricula, quality instruction facilitated by modern technology and aligned assessments.
- All members of the school community are a part of creating and sustaining a safe, respectful and well-maintained environment.
- In the value of a diverse school community, and we respect the contributions and talents of each individual.

School Vision

Santa Cruz Gardens Elementary is a school where students, teachers and support staff can realize their personal and professional best. We are committed to fostering the skills and attitudes necessary for all students to become life long learners. Our school provides a vibrant curriculum, which challenges the whole child at an individual level. Our dynamic arts program gives students a lifetime appreciation of the arts and enables each child to find his or her own talents. The entire community of staff, parents and students working together to ensure a supportive environment that welcomes and respects the diverse backgrounds of everyone. This caring environment is a comforting, warm and inviting place where students can thrive.

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

Grade Level	Number of Students
Kindergarten	26
Grade 1	49
Grade 2	54
Grade 3	41
Grade 4	57
Grade 5	59
Total Enrollment	286

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.7
Asian	1.4
Hispanic or Latino	35
White	55.6
Two or More Races	0.3
Socioeconomically Disadvantaged	31.1
English Learners	13.3
Students with Disabilities	11.9
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	16	102
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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	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 2019-20)

Year and month in which data were collected: 2019 December

Quality and Currency of Textbooks and Other Instructional Materials (School Year 2019-20)

District-wide, textbooks have been adopted from the State of California approved list which was released by the State Board of Education before Common Core State Standards. ELA- Units of Study: Readers and Writers Workshop, adopted in spring 2019.

In Mathematics—Pearson Investigations was adopted in 2015. The current Social Studies adoption dates before Common Core—Scotts Foresman Social Studies. A dual committee has been formed to review NGSS materials and HSS materials. At this time the decision to work toward the NGSS adoption first is in place. We are working collaboratively with Lawrence Hall of Science Bay Sci group. Mystery Science is used a supplemental. The current Science adoption dates before Common Core —Scott Foresman (4th and 5th grade) and DELTA FOSS Science.(K-3rd grade).

In the areas that Common Core materials either have not been released by the state or were recently released (science and social studies) the site rely's heavily on supplemental materials. The following supplemental materials are used:

Kindergarten - Science: teacher created curriculum /Mystery Doug and units about animals such as chickens, lizards, bats, butterflies and frogs. SS: Teacher created curriculum focused on community helpers, family, emotions, how to be a friend, and celebrations; 1st grade Teacher created materials involving life lab; 2nd grade EEI, Time magazine, Close reads, Mystery Doug and Mystery Science; 3rd grade Mystery Doug, Mystery Science and EEI; 4th grade EEI, Mystery Science, Teacher created materials, Accessing Complex Text ACT, NewsELA, Time for Kids; 5th grade Mystery Science, Elkhorn Slough materials, NewsELA, ACT and Teacher Created materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers / Writers Workshop	Yes	
Mathematics	Pearson Investigations	Yes	
Science	Delta Foss KIts and Scott Foresman, with EEI and Mystery Science supplementation	Yes	
History-Social Science	Scott Foresman	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Improvements (School Year 2018-19)

Facilities are in good condition and kept clean. In April of 2018, construction of four new classrooms including a kindergarten, Special Education pre-school, music room and a science/art room. This project replaces old deteriorating portables. In addition to the new classrooms, the scope of the construction work included an update on how our water drains flowed and distributed collected rain water. The project was completed in February of 2019.

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: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	On going gopher control issues causing fields to have gophers holes. Corrective action - on going gopher eradication and top level field dressing every summer.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in 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)	54	60	62	63	50	50
Mathematics (grades 3-8 and 11)	49	56	49	49	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	155	154	99.35	0.65	60.39
Male	93	93	100.00	0.00	58.06
Female	62	61	98.39	1.61	63.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	63	63	100.00	0.00	41.27
Native Hawaiian or Pacific Islander					
White	81	80	98.77	1.23	75.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.00	0.00	30.00
English Learners	37	37	100.00	0.00	29.73
Students with Disabilities	28	28	100.00	0.00	35.71
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	155	154	99.35	0.65	55.84
Male	93	93	100.00	0.00	60.22
Female	62	61	98.39	1.61	49.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	63	63	100.00	0.00	34.92
Native Hawaiian or Pacific Islander					
White	81	80	98.77	1.23	72.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.00	0.00	34.00
English Learners	37	37	100.00	0.00	27.03
Students with Disabilities	28	28	100.00	0.00	17.86
Students Receiving Migrant Education Services					
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	19.3	29.8	14.0

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)

Parents play a vital role at Santa Cruz Gardens Elementary School. There are many opportunities for parent participation. Formal opportunities include the School Site Council (SSC), the Home and School Club (HSC) and the English Language Learners' Advisory Council (ELAC). Parents are also involved at the District level through DELAC (District English Language Learner's Advisory Council). The Principal meets monthly with parents at the informal Principal's Coffee that takes place once a month. Parents also serve on various committees that change year to year depending on the initiatives, whether for fundraising through HSC, LCAP review team, our district safety committee, instituting a school-wide Positive Behavior Intervention and Support (PBIS) initiative, or for general community building - e.g. Dia de los Muertos (Day of the Dead), Spelling Bee, 5th grade Legacy Project, Dia del Nino (Day of the Child), Pages and PJ's reading night, Fall Festival, Family Fun Nights, and Science Night. Volunteering in the classroom and driving on field trips is encouraged and appreciated. Staying in contact with the child's teacher, reviewing homework and papers sent home, attending Back to School Night and Learning Expo [Open House] activities, and participating in parent-teacher conferences are essential ways of strengthening the partnership between home and school. A Parent Engagement survey is sent out in the Spring to gather input on parent perspectives about their level of engagement and involvement at SCG, and to help plan for improvements for the following year.

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
Suspensions	2.7	3.0	1.0	3.0	1.4	3.0	3.6	3.5	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 2019-20)

Our school district is a small district with approximately 2,000 students. Therefore, all schools are covered by a district wide Safe Schools Plan. This plan stresses emergency preparation and was developed in conjunction with law enforcement and county emergency services. All buildings housing students meet Field Act standards. The Fire Department and the district inspect facilities annually.

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	26		2		10	5			13	2		
1	24		1		27		2		24		2	
2	25		3		26		1		27		2	
3	28		2		25		3		26		1	
4	33		1	1	28		2		24		3	
5	25		2		21	1	2		30		2	
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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.5

*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	\$11,732	\$8,417	\$3,315	\$61,472
District	N/A	N/A	\$6,737	\$63,224
Percent Difference - School Site and District	N/A	N/A	-68.1	-2.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-77.5	-23.2

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)

Categorical programs funded additional hours for various contracted staff members hired with LCFF Supplemental funds: One full-time teacher to deliver supplemental services in reading, mathematics and ELD instruction and support in 2-5th grades for Title 1 students and one part-time teacher to deliver supplemental services in reading, mathematics and ELD instruction and support in Kinder and 1st grades for Title 1 students. The District also funded one part-time library assistant, one part-time computer lab aide. Categorical funds were used to pay credentialed teachers to run after school bootcamps for math and reading after school as well as iReady for Title 1 students.

Reading, mathematics and ELD teachers provided targeted small group reading and math intervention for "at risk of retention" students. All teachers provided imbedded English Language Development instruction throughout the instructional day and designated English Language Development instruction for English Language Learners during our What I Need (WIN) time. The library assistant coordinated the school-wide Accelerated Reader program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,708	\$49,378
Mid-Range Teacher Salary	\$62,771	\$77,190
Highest Teacher Salary	\$84,061	\$96,607
Average Principal Salary (Elementary)	\$111,678	\$122,074
Average Principal Salary (Middle)	\$117,668	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$176,492	\$189,346
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	6%

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	3	3	3

Over the past three years our district has spent a great deal of professional learning on positive behavior intervention support (PBIS), social emotional academic development (SEAD), and multi-tiered systems of support (MTSS). In 2016-2017, district administration including the Superintendent, Assistant Superintendent of Educational Services, Director of Student Services and two principals participated in eight days of implementation training for Multi-Tiered System of Supports, MTSS. From this professional development, and through a specialized grant, the district is participating in a second year of PBIS support at two schools, Soquel and Santa Cruz Gardens Elementary Schools. Leadership teams from each of these site are comprised of the principal, teachers, campus supervisors and parents. These teams are in initial implementation and data collection phases. PBIS is the continued work at each school site, as is SEAD, which include alternative means of correction, RULER, mindfulness, classroom charters and more.

Some development by content/subject are as follows:

Math: Silicon Valley Math Initiative has been offered as a summer week-long training opportunity for the 2013-2019 years. Approximately 20 teachers participated each year. For the year 2016-2019 all elementary teachers participated in Cognitively Guided Instruction (CGI) training. In 2016-2019 middle school math teachers received professional development and coaching for College Preparatory Math, CPM, which is our district's middle school math adoption. On a daily support level, teachers are supported through in-class and after school coaching from two math teachers on special assignment.

English Language Arts: Between 2015-2019 elementary school teachers have received professional development for Readers/Writers workshop through Momentum. In 2018-2019 a Readers/Writers teacher on special assignment was hired full time to support staff with the curriculum complexities. Teachers were also given the opportunity to participate in half day release so they could observe veteran teachers and then debrief with a small group that was viewing the lesson.

ELA/ELD: English Language Development teachers, Principals and District Administration have trained at the County Office of Education and attended the ELA/ELD Framework Intensive Summer Institute offered through WestEd in 2015-2016. This focus of study is continuing through 2016-2017 for the ELD teachers from each site. In both 2017-2018 and 2018-2019 all principals, Assistant Superintendent of Educational Services and ELD specialists were trained in the new ELPAC testing. However, most recently a specialist, teacher and administrative representative team has begun training on the English Learner Roadmap, with the Multi-Lingual Network's partnership with Californians Together.

History Social Science: In 2017-2018 teachers were offered a day at the county office to review the new frameworks. All of the middle school Humanities teachers attended, along with a few of our elementary level teachers.

Science: In 2017-2018 the NBMS science department along with the vice principal participated in two days of training on the transition to NGSS. In 2018-2019 a vertical team made up of the Superintendent, Assistant Superintendent, one elementary principal, the middle school vice principal and four teachers worked with the Lawrence Hall of Science Bay Sci group to learn about NGSS and look at materials adoption. Most recently, Soquel Union Elementary has partnered with BAY SCI to further science and NGSS throughout our district. Through this partnership, a new science mission has been developed and communicated, a timeline has been created, a science leadership team has formed, regular leadership meetings are held- focusing on best science practices, and district-wide staff development in the areas of Evidence Statements and Science journaling have been jointly planned and implemented.

In addition to all of the above, for the past three years teachers have participated in three professional development days per year on non-student days, as well as one and a half hours on early release Fridays to engage in targeted district-led development, grade level collaboration, or school-focused meeting time. And because the needs of each site and teacher team differ, an additional several days are set aside for local- interest professional development.