

# Schaefer Charter 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	Schaefer Charter School
Street	1370 San Miguel Road
City, State, Zip	Santa Rosa
Phone Number	(707) 522-3015
Principal	Kathy Harris
Email Address	kharris@pousd.org
Website	www.pousd.org
County-District-School (CDS) Code	49-70870-6109144

Entity	Contact Information
<b>District Name</b>	Morrice Schaefer Charter School -Piner-Olivet Union School District
<b>Phone Number</b>	(707) 522-3000
<b>Superintendent</b>	Carmen Diaz-French
<b>Email Address</b>	cdiaz-french@pousd.org
<b>Website</b>	www.pousd.org

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

Schaefer Charter School is a culturally diverse school that serves 340 kindergarten through sixth grade students. 75% percent of Schaefer Charter School students reside within the Piner-Olivet Union School District. 29% of students are English Language Learners, 60% Socio Economically Disadvantaged, and 1% Students with Disabilities.

Schaefer Charter School has fifteen full classrooms, a STEAM lab, a music room, a multi-purpose room, a library, a field and a blacktop with play structures for student use. The kindergarten classrooms have their own separate, enclosed playground and eating area.

The staff at Schaefer includes a full time principal, a full time office manager, fifteen full-time teachers, and two custodians. All teachers are fully credentialed and highly qualified. Part-time staff includes 6 program assistants, a PE Technician, and a credentialed music teacher. Nurse services are regularly available. Special programs include the Resource Specialist Program and Speech and Language Program (services provided through the Piner-Olivet Union School District) and the English Language Development (ELD) and Intervention Program for students not meeting grade level standards (provided by the classroom teachers and program assistants). All students with intervention needs in English Language Arts and Math are served throughout the day in a Learning Center as well as within their regular education classroom.

Curriculum is standards based and designed to be engaging. Teachers received professional development in the Common Core State Standards (CCSS) and utilize the CCSS as the basis for their classroom instruction. Technology is used to enhance instruction and increase student engagement. Classrooms are equipped with Chrome books and iPads. The technology in grades K-1 is at a 2:1 ratio, and in grades 2-6 at a 1:1 ratio.

Schaefer students demonstrate creativity, initiative, leadership and innovation through their engagement with learning, interactions with staff, community, and each other. The Schaefer Student Leadership Council meets regularly to plan events and school-wide improvement efforts. Parents are an integral part of Schaefer Charter School. We welcome volunteers to help in classrooms, on field trips, for special school activities, with planning student community service activities, and for other special tasks. Back to School Night, Open House, Movie Nights, and special family events are well attended by our families.

### Schaefer Charter School Mission:

We pride our school community on promoting a learning environment that empowers all students to reach their fullest potential. We are committed to creating a nurturing and caring environment that supports children in their academic, emotional, social and creative growth.

Across the school community, adults and children behave in ways that demonstrate respect, safety and responsibility. These standards for behavior are the basis of the norms that have been established for collaborative working relationships amongst staff and parents as well as classroom interactions between teachers and students. Everyone in the school community plays a vital role in creating a caring and supportive learning environment for each student.

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	45
Grade 2	57
Grade 3	58
Grade 4	53
Grade 5	42
Grade 6	45
Total Enrollment	345

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

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	9.6
Filipino	3.8
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	0.9
White	29.3
Two or More Races	9.6
Socioeconomically Disadvantaged	59.1
English Learners	25.8
Students with Disabilities	7.5
Homeless	

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	17	16	64
Without Full Credential	2	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## 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	1	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: 11/6/2019

The curriculum is standards based and was selected from state adopted materials which best met the needs of our students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, 2012	Yes	0
Mathematics	Bridges, Math Learning Center 2005 (grades K-5) Carnegie Math, Carnegie Learning 2017 (grade 6). Adopted 2018	Yes	0
Science	McMillan-McGraw Hill, 2008	Yes	0
History-Social Science	Houghton Mifflin, 2007	Yes	0

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

Safety, cleanliness and maintenance of facilities is a high priority at our school. Classrooms are cleaned every other day, the Multi Purpose Room is cleaned every week. Picnic tables where students eat lunch are cleaned daily. Heavy cleaning of high traffic areas and classrooms occurs during school breaks. A custodian is available throughout the school day to attend to emergency cleaning or repair issues. Restrooms are cleaned on a daily basis. We have one night custodian at the school.

The school is in good repair. There are no gas leaks, all heating and air conditioning systems are functioning at present. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. There are rarely power failures, and if there are, they are city-wide and corrected within 2-3 hours. There have never been any sewer line stoppages.

Over the past two years, Schaefer Charter School has been upgrading its heating/air conditioning units as well as re-roofing all of its main structures including classrooms, the multipurpose room and the office. Two years ago, Schaefer installed a new solar system to reduce electricity costs.

There are no broken windows or exterior doors or gates that will not lock. No hazardous materials are on the school site. Any structural damage is repaired in a timely fashion.

The school and district are in the process of addressing needs described in a facilities assessment completed early 2020.

### 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:** 2/11/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No changes are needed at this time. The District has replaced several of the older HVAC units during the summer of 2017 via the California Clean Energy Act.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	the District has upgraded all lighting to energy-efficient LED lighting via the California Clean Energy Act beginning in June, 2016 and completing in winter of 2017.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good Fair	Note: the "Fair" rating is on the roofs only. Schaefer School has had approximately 70% of the buildings re-roofed in the past three years. Approximately 15% of the buildings still need to be re-roofed in the near future. The District has had 8 buildings re-roofed during the summer of 2017 and 2018.
<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)	33	41	38	44	50	50
Mathematics (grades 3-8 and 11)	21	24	22	27	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	200	197	98.50	1.50	40.61
Male	98	95	96.94	3.06	34.74
Female	102	102	100.00	0.00	46.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	55.00
Filipino	--	--	--	--	--
Hispanic or Latino	88	87	98.86	1.14	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	59	58	98.31	1.69	41.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	50.00
Socioeconomically Disadvantaged	135	134	99.26	0.74	35.07
English Learners	62	61	98.39	1.61	44.26
Students with Disabilities	18	17	94.44	5.56	23.53
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	200	197	98.50	1.50	23.86
Male	98	95	96.94	3.06	22.11
Female	102	102	100.00	0.00	25.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	88	87	98.86	1.14	8.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	59	58	98.31	1.69	36.21
Two or More Races	20	20	100.00	0.00	45.00
Socioeconomically Disadvantaged	135	134	99.26	0.74	21.64
English Learners	62	61	98.39	1.61	21.31
Students with Disabilities	18	17	94.44	5.56	17.65
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	17.1	12.2	19.5

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)

Schaefer has a strong and dynamic Parent Teacher Organization (PTO), called Schaefer Life and Families. Schaefer Life and Families sponsors fun family activities throughout the year such as ice cream socials, ice skate nights, movie nights, and a Halloween dance. They also sponsor one large fundraiser each year, which is used to support classroom activities and field trips and to fund school-wide materials such as a portable stage, a sound system, and computers. Schaefer Life and Families may be contacted at [schaeferfamilies@gmail.com](mailto:schaeferfamilies@gmail.com). PTO meetings are held the first Wednesday of the month from 3:45 to 4:45 in Room 25 at Schaefer Charter School. Meetings are open and all parents are welcome! Parents also volunteer within the classroom and during several district-wide fundraising events during the year. Parents serve on the Schaefer School Site Council and English Learner Advisory Committee. Parents may also actively participate in the Piner-Olivet Educational Foundation to support district-wide initiatives and programs that support Schaefer students.

### 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>	0.4	1.6	0.8	3.8	3.1	1.6	3.6	3.5	3.5
<b>Expulsions</b>	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)

Schaefer Charter School has a Comprehensive School Safety Plan in place that is reviewed and updated annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any natural or manmade emergency situation. It includes a communication plan with the district office and other district schools. In addition to providing for the students physical safety, the staff uses The Toolbox Project and Restorative Justice Practices to develop a climate that encourages children to do the right things, feel safe with their peers and adults on campus, and develop socially and emotionally. The last review of the School Safety Plan was December 11, 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)

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	23		3		17	3			23		2	
1	22		3		22		3		23		2	
2	24		3		22	1	2		24		2	
3	18	2	1		23		3		23		3	
4	23	1	2		27		2		27		2	
5	29		2		20	1	2		30		1	
6	27		2		25	1	1		29		2	
Other**	12	1			15	1						

\*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)	

\*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	\$13,230	\$4,457	\$8,773	\$68,512
District	N/A	N/A	\$8,773	\$73,375.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-6.9
<b>State</b>	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	15.6	-12.5

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)

The intervention program is offered across grade levels to provide students with an additional individualized and small group instruction to meet their specific needs in reading/language arts and math. Teachers use initial placement assessments to identify specific students' needs so that instruction can be focused on developing key skills. English Language Learners receive instruction in English Language Development based on the level of English language proficiency. Students needing extra support in reading receive instruction that focuses on phonemic awareness, decoding, vocabulary development, fluency and/or comprehension. Students who are reading at or above grade level participate in extension activities to build vocabulary and concept development as well as reading enrichment. Students who are performing below grade level in math receive extra support in class and/or in the Learning Center.

A variety of programs are in place to support the academic, social, and emotional needs of all students. Motor Skills and Physical Education classes are provided to students across grade levels to encourage social skills, health and fitness. Students have access to our library on a weekly or bi-weekly basis during class visits and during recess. This schedule offers students access to a variety of books and materials. Classroom music is provided to all students K-6. All students in grades K-6 participated in STEAM lab. Extended Day intervention programs are directed toward providing extra support to students in developing reading and math skills.

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,233	\$49,378
<b>Mid-Range Teacher Salary</b>	\$70,091	\$77,190
<b>Highest Teacher Salary</b>	\$98,825	\$96,607
<b>Average Principal Salary (Elementary)</b>	\$107,219	\$122,074
<b>Average Principal Salary (Middle)</b>	\$103,623	\$126,560
<b>Average Principal Salary (High)</b>	\$72,076	\$126,920
<b>Superintendent Salary</b>	\$164,504	\$189,346
<b>Percent of Budget for Teacher Salaries</b>	30%	36%
<b>Percent of Budget for Administrative Salaries</b>	5%	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	16	21	30

Currently, the primary focus for professional development at Schaefer Charter School centers around Common Core English Language Arts and Math standards, and 21st century teaching, learning and assessment. The other area of school-wide focus has to do with developing a safe and positive school climate. All teachers and classified personnel have participated in Toolbox professional development and we are beginning a focus on Restorative Justice Practices. Professional development is delivered after school on early release days, during non-student workdays, during dedicated days during summer, and by full and half day release days. Much professional development takes place in grade level team meetings. Teachers are supported by site and district administrators, district coaches, consultants, and district Director of Innovative Learning. Teachers have professional development opportunities while attending STEAM Labs (NGSS) with their students and participating in poetry workshops delivered by California Poets in the Schools (CCSS ELA). Schaefer teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan instruction and intervention as well as determine needs for staff development.

The district provides training based on identified goals for district staff which include:

- Training to support adopted instructional materials (currently Bridges Math K-5 and Carnegie Math grade 6, Lucy Calkins Units of Study Writing grades K-6, Fountas and Pinnell Guided Reading)
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- Teachers participate in regular district and grade level meetings
- New teachers participate in the induction program through North Coast School of Education
- Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS)
- All teachers are participating in Bridges mathematics curriculum (K-5) and Carnegie Math (6)
- Toolbox and Restorative Justice Practices Trainings
- All teachers participate in Momentum in Teaching writing and balanced literacy coaching and professional development program

Other professional development opportunities are considered on an individual basis or related to school / district priorities and goals.