

Dan O. Root II Health & Wellness Academy

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	Dan O. Root II Health & Wellness Academy
Street	820 Harrier Drive
City, State, Zip	Suisun City CA, 94585
Phone Number	(707) 421-4240
Principal	Julie Reece
Email Address	juliere@fsusd.org
Website	www.fsusd.org
County-District-School (CDS) Code	48-70540-6109128

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

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

Mission Statement

With a safe, respectful and responsible growth mindset, Dan O. Root II Health & Wellness Academy will cultivate an environment with educational opportunities to develop healthy, mindful and resilient leaders who are inspired to succeed.

About the school

Dan O. Root II Health & Wellness Academy is located in eastern Suisun City, California. Dan O. Root II Elementary opened its doors to 1,060 K-6 students on July 9, 1990. The school opened as a year-round school following a 60 - 20 calendar. Dan. O. Root II Elementary School was the recipient of the California Distinguished School Award in 1998, 2004, and 2008. In August, 2010 Dan O. Root II began the year as a K-5 grade school following a traditional district wide calendar. In August, 2017, the school began making the transition to become a K - 8 grade school, adding one grade per school year. With this transition, the name changed from Dan O. Root II Elementary School to Dan O. Root II Health & Wellness Academy.

Parents are involved at the school through the PTO, School Site Council, English Learner Advisory Council (ELAC), and by volunteering in the classrooms.

School Profile

Dan O. Root II Health & Wellness Academy in the Leader in Me and bringing out leadership characteristics in all students and staff while achieving academic proficiency in core subject areas. Dan O. Root II Health & Wellness Academy serves approximately 850 students in grades K-8. 61% of Dan O. Root II Health & Wellness Academy students qualify for free or reduced lunch. Dan O. Root II Health & Wellness Academy currently serves 95 English learners.

Kindergarten students receive 200 minutes of instruction daily August - November and 275 minutes daily December - June. Grades 1 through 8 receive a total of 320 minutes of instruction 5 days per week and 230 minutes of instruction is provided on minimum days. Nine minimum days are scheduled for the school year. Dan O. Root II Health & Wellness Academy has a collaborative and consultation service model for students with Individual Education Programs (IEP) receiving special education services.

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

Grade Level	Number of Students
Kindergarten	136
Grade 1	117
Grade 2	113
Grade 3	118
Grade 4	100
Grade 5	102
Grade 6	95
Grade 7	66
Total Enrollment	847

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15.9
American Indian or Alaska Native	0.4
Asian	3.5
Filipino	6.7
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	1.4
White	19.4
Two or More Races	14
Socioeconomically Disadvantaged	59.4
English Learners	10.5
Students with Disabilities	11.9
Foster Youth	0.5
Homeless	0.5

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	32	33	33	882
Without Full Credential	5	3	3	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	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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	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.

In 2017, the District's Governing Board voted to modify the grade configuration of the school from a K-5 to K-8 campus, one grade level at a time, starting with the addition of sixth grade during the 2017-2018 school year. During the summer of 2018, the school received a modernization to the administration offices to increase campus security, a kitchen addition and multipurpose room upgrades, modifications to classrooms, new play equipment and shade structure, additional safety and security upgrades, technology infrastructure upgrade, and expanded parking lot at the front of the campus. 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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	Good	
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)	46	38	44	45	50	50
Mathematics (grades 3-8 and 11)	34	32	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	480	473	98.54	1.46	38.05
Male	232	229	98.71	1.29	32.31
Female	248	244	98.39	1.61	43.44
Black or African American	73	73	100.00	0.00	20.55
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	44.44
Filipino	34	31	91.18	8.82	61.29
Hispanic or Latino	186	185	99.46	0.54	32.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	95	96.94	3.06	44.21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	59	59	100.00	0.00	47.46
Socioeconomically Disadvantaged	308	304	98.70	1.30	30.92
English Learners	90	86	95.56	4.44	22.09
Students with Disabilities	58	56	96.55	3.45	5.36
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	481	478	99.38	0.62	32.29
Male	232	230	99.14	0.86	29.13
Female	249	248	99.60	0.40	35.22
Black or African American	73	73	100.00	0.00	9.59
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	16.67
Filipino	34	34	100.00	0.00	44.12
Hispanic or Latino	187	187	100.00	0.00	29.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	95	96.94	3.06	44.21
Two or More Races	59	59	100.00	0.00	41.38
Socioeconomically Disadvantaged	309	308	99.68	0.32	23.78
English Learners	90	90	100.00	0.00	17.78
Students with Disabilities	58	56	96.55	3.45	14.29
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	19.0	18.0	13.0
7	9.2	29.2	13.8

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)

The Dan O. Root II Health & Wellness Academy staff believes that the involvement with and support of students by their parents is a key factor in student success, thus communication with parents is a collective goal for school. Weekly parent emails, automated phone calls, Twitter updates, and the school website contain information for parents with regards to activities, meetings, and school events, as well as ways to support their children in meeting the challenges of today's education. Teachers also send monthly newsletters and daily Class DoJo messages detailing in-class activities. At the front of the school is a sign that is used to signal important information to the community. A phone message, e-mail and Dojo from the principal is sent home every Sunday with weekly news and updates for parents and students. Events and upcoming important information are posted on the school Twitter and website. Parent involvement is encouraged through district-level communication committees, school site parent-teacher groups, in-school volunteer programs and monthly "Coffee with the Principal" gatherings. Teachers are encouraged to hold "Get Acquainted Conferences" at the beginning of the year. Two-way communication is important to ensure student success. All grade levels implement the Thursday Folder system to provide communication. Students (4th-8th grade) utilize the agenda/planner, which allows parents and teachers to communicate daily. Parents may contact teachers via email at anytime. Parental involvement is highly encouraged and parents are welcome to volunteer in classrooms, with PTO, School Site Council, and English Learner Advisory Committee. In the school, parents serve as noon supervisors, classroom and library helpers, and school advisory committee members. They also serve on fundraising committees (PTO) to assist in the purchase of materials and equipment, facility improvements, and transportation services for field trips and enrichment events.

Special parent programs include Parent & Teacher Organization (PTO); Family Movie Nights, Ice Cream Socials, Carnivals, Book Fairs, Multicultural celebrations, and Bully Prevention. Dan O. Root II Health & Wellness Academy strives to offer a continuum of opportunities for parents to support their children.

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	3.2	2.3	6.5	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.2	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. The School Safety Plan was reviewed on December 11, 2018 for the 2019-2020 school year.

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.

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	1	5		19	3	4		23	1	5	
1	23		4		23		4		23		5	
2	24		5		24		5		23		5	
3	26		4		27		4		24		5	
4	32		2	1	31		3		33			3
5	28		3		28		3		34			3
6					33		1	1	32		2	1
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)	.8
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	4.0

*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	\$5,972.86	\$589.69	\$5,383.18	\$66,934.07
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	0.7	1.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-32.9	-20.7

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)

Dan O. Root II Health & Wellness Academy receives targeted state funds that are specifically directed at supporting English language development for English learner students. Dan O. Root II Health & Wellness Academy provides a minimum of 30 minutes of English Language Development per day for students classified as English learners. In addition, the school receives general funds and discretionary state lottery funds. With these funds, the Leader in Me program is supported, professional development for staff is paid for, interventions for students, technology purchases and parent engagement is paid for from these funds. There are many after-school support programs and enrichment opportunities are provided for students identified as at-risk and the general student population. Students in grades 6th - 8th are also able to participate in competitive sports with other K-8 schools.

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
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830

Category	District Amount	State Average For Districts In Same Category
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	3	3	3

Dan O. Root II Health & Wellness Academy certificated staff are encouraged to participate in professional development directed at instructional strategies, common core, technology, behavior management, Leader in Me, Health and Wellness, and foundational literacy skills. These topics were selected to support our school wide goals as written in the School Plan for Student Achievement (SPSA). The district offers three days of Buy Back at per diem rates with multiple opportunities throughout the year for teachers to participate in professional development sessions based on need and interest. Professional development sessions are also offered at the site for teachers to attend approximately once per month.