

Franklin Delano Roosevelt 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	Franklin Delano Roosevelt School
Street	1200 Skyline Dr.
City, State, Zip	Daly City, CA 94015-4728
Phone Number	(650) 991-1230
Principal	Sean Higgins
Email Address	shiggins@jeffersonesd.org
Website	jsd.k12.ca.us/FDRoosevelt/
County-District-School (CDS) Code	41689166043798

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

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

FDR K-8 School is located in the southwest corner of Daly City, bordering Pacifica. We serve students in Daly City and Pacifica.

We are the only K-8 school in the Jefferson Elementary School District. Our small class sizes and safe, caring elementary environment continues through our middle school. We strive for excellence and innovation in academics, music, technology, and partnership with our families and community.

Our mission at F. D. Roosevelt K-8 is to provide all students with a high quality education that is developmentally, academically, emotionally, and socially appropriate. We strive to prepare our students to be well-rounded, respectful and confident citizens.

Twenty-three teachers provide academic instruction to 380 general and special education students. Among FDR's diverse student population 34.8% are Filipino, 27.3% are Hispanic, 17% are Asian, 7.4% are White (non- Hispanic), and 3.5% are African-American. This population also includes socioeconomic disadvantaged students, English Learners, and students with disabilities. 58.9% of our students also participate in the free and reduced lunch program. The majority of FDR's students live in walking distance to school, some students take public transportation to school, and many of the special education students are bussed to FDR from other parts of Daly City.

FDR offers after-school programs which provide additional academic support to our students. The after-school programs include: Latchkey (before and after school child care), tutoring and science-based enrichment, Peninsula Partnership Enrichment programs (robotics and coding), Extended Day Care, and the After School Think Together program.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request. Please contact the school at 650-991-1230 for information about the SARC.

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

Grade Level	Number of Students
Kindergarten	42
Grade 1	38
Grade 2	48
Grade 3	46
Grade 4	34
Grade 5	43
Grade 6	42
Grade 7	47
Grade 8	37
Total Enrollment	377

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
Asian	21.5
Filipino	28.1
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.5
White	7.4
Two or More Races	6.6
Socioeconomically Disadvantaged	45.1
English Learners	33.4
Students with Disabilities	17
Foster Youth	0.5
Homeless	1.6

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	24	19	21	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	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	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: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Benchmark Advanced (K-5) and (K-5 ELD) ©2019 (Board Adopted 2019), StudySync (6th-8th grade) published by McGraw Hill Education (Board Adopted April 2018)	Yes	0%
Mathematics	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018) State Approved Connected Mathematics Project 3 (6th-8th grade) published by Pearson (Board Adopted April 2018)	Yes	0%
Science	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007 7-8: Prentice-Hall 2007- State Approved, Board Adopted 2007	Yes	0%
History-Social Science	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th-8th grade)- State Approved, Board Adopted in 2019	Yes	0%
Foreign Language	Rosetta Stone, Board Adopted 2018	Yes	0
Health	Puberty Talk (5th grade) and Teen Talk Middle School (7th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Jefferson Elementary School District Maintenance Department, in conjunction with the site day and night custodians, makes every effort to ensure that all schools are clean, safe, and in good repair. The grounds are maintained on a regular basis. Needed repairs and maintenance projects are completed in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus.

The FDR facilities are in good shape. The classrooms, office and Multi-Purpose Room are handicapped accessible. In the summer of 2006 a lift was installed in the Multi-Use-Room enabling students in wheel chairs access to the stage. In the spring of 2007 a chain link fence was installed around the large playground ensuring the safety of the students. New playground equipment was also installed in both the large and kindergarten playgrounds 2 years ago. In the summer of 2007 new flooring was installed throughout the school. In December 2013, the Multi-use room was painted. In the summer of 2017, the front office was remodeled to accommodate a more welcoming and workable space.

Due to our close proximity to the Pacific Ocean the perimeter chain-link fences are in constant need of repair. The District maintenance personnel are quick to repair these fences. During the past couple of summers new lighting has been installed throughout the buildings. In addition, the student and adult restrooms have been upgraded with new fixtures, tile, and commodes. In the summer of 2011 the entire school and Latchkey Portables were re-roofed. The ramps to Room 21 and the Latchkey Portables were replaced during the summer of 2013. Solar panels were installed in the fall of 2013.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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: June 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	Fair	Custodial cleaning in Staff Room/Rest Room repair in one urinal
Electrical: Electrical	Good	Fire extinguisher covered by storage
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Fair	

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)	45	48	49	48	50	50
Mathematics (grades 3-8 and 11)	28	34	36	37	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	227	220	96.92	3.08	48.17
Male	115	109	94.78	5.22	44.44
Female	112	111	99.11	0.89	51.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	50	50	100.00	0.00	63.27
Filipino	62	60	96.77	3.23	60.00
Hispanic or Latino	78	74	94.87	5.13	26.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	69.23
Two or More Races	17	16	94.12	5.88	50.00
Socioeconomically Disadvantaged	106	101	95.28	4.72	38.00
English Learners	101	97	96.04	3.96	38.54
Students with Disabilities	35	30	85.71	14.29	20.00
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	227	224	98.68	1.32	33.78
Male	115	113	98.26	1.74	39.64
Female	112	111	99.11	0.89	27.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	50	50	100.00	0.00	54.00
Filipino	62	62	100.00	0.00	43.55
Hispanic or Latino	78	77	98.72	1.28	14.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	46.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	15	88.24	11.76	20.00
Socioeconomically Disadvantaged	106	105	99.06	0.94	27.88
English Learners	101	101	100.00	0.00	25.00
Students with Disabilities	35	32	91.43	8.57	6.45
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	9.8	12.2	36.6
7	15.9	18.2	29.5

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)

Parent involvement is important and integral to the FDR Community. FDR families are encouraged to participate in the various site and district committees such as School Site Council, English Language Advisory Council, District English Language Advisory Committee, Kids First Foundation and our local and district Parent/Teacher Association. Many FDR families attend our evening programs which include but are not limited to: Back to School Night, Parent Education Nights, Holiday Show/Potluck, Lunar New Year Celebration, Black History Month Celebration, Multi-Cultural Night, Open House, and Spring Kinder Orientation. Every classroom has parents teaching Art in Action on a monthly basis. Our room parents help coordinate parent volunteers in the classrooms, on field trips, Halloween activities, and on the 8th Grade and Kinder end of the year celebration committees. Our parents also organize various fund-raising events throughout the year which help to purchase field trips, test-taking materials, Binder Reminders, special grade level assemblies, and rewards for student success.

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	3.3	2.1	3.6	2.1	1.9	2.1	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)

The FDR staff strives to provide a learning environment that is safe, healthy and encouraging. The instructional programs are designed to prepare all students in becoming self-directed learners by emphasizing the acquisition and application of knowledge and skills, the development of critical thinking skills, and the mastery of higher level reasoning skills. Classroom incentive programs, and school assemblies are a few of the programs which the staff uses to impart these skills. A Positive Behavior Intervention System of Support team has been meets regularly to analyze discipline data and guide the development of strategies and routines that promote positive, safe, responsible, and respectful behaviors school-wide.

FDR has a detailed Comprehensive Safe School Plan that outlines protocols, systems, and procedures in the event of an emergency and/or disaster. Each year the Safe School Plan is reviewed/updated by the FDR Safety Committee and presented to the staff and parents. Fire drills and disaster procedures outlined in this plan are regularly updated and practiced. Safety programs include, but are not limited to, drug awareness and personal safety. All required drills are calendared and the results are shared with the staff. Some of the other areas covered in this Plan are FDR's Behavior Policy, Dress Code, protocols for safety/emergency drills, Attendance policy, Harassment Policy, and Internet Safety Policy.

At FDR all visitors are required to check-in at the school office and wear a red visitor badge when visiting the classrooms, assisting on field trips, or extra-curricular activities. The school staff maintains a welcoming but controlled campus environment. The school grounds are safe, before and after school, because they are well supervised by the staff. In addition, the FDR school expectations and rules, which emphasize the life skills of caring, integrity, friendship, and conflict resolution, are followed in all the classrooms, posted throughout the school, reviewed regularly with students.

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	21	1	1		19	2			19	2		
1	21	1	1		21		2		18	2		
2	19	2			22		2		23		2	
3	25		2		17	2			16	3		
4	20	2			22	1	1		32		1	
5	24		2		16	3			16	3		
6	20	2	10	1	25	1	11	1	18	11		1
Other**	10	2			9	2			7	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*	377.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	

*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	\$14008	\$4465	\$9543	\$72858
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	9.6	-6.1
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	23.9	-12.6

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)

Additional services provided are as follows:

The school library:

We have a library tech who works three and a half hours daily; the students have the opportunity to checkout books for classroom and homework use. The students visit the library at least 30 minutes weekly, to check out books for recreational reading, research projects, and testing in the Accelerated Reader Program. It is also open during lunch for reading, homework, or an alternative quiet space.

Technology:

FDR K-8 is a one-to-one Chrome Book for students in grades 2-8. Kindergarten and first grade classrooms have 5 iPads in each room. Every classroom has one or more computers with software programs that promote literacy and math skills. The computers are used by students to chart their reading progress in the Accelerated Reading Program. All classrooms are also connected to the internet. During the 2015-2016 new desktop computers, document cameras and LCD projects were purchased for the classrooms to support the Pearson Reading Program and Everyday Math Program.

Physical Education:

The district funds a PE aide for 1st through 5th graders which provides students with group games and exercises that promote good health and fair play in addition to teacher preparation time thirty minutes daily. Twice a week the Kindergarten teachers provide 30 minutes of PE to their students. The PE aide also administers the California 5th grade Physical Fitness Test. District funding provides a certificated PE teacher for our middle school students in grades 6-8. The teacher also works with the elementary aide and students. Grade 7 students are required to take the California Physical Fitness Test; which will be administered by the middle school PE teacher.

After School Programs:

Daly City Collaborative and FDR K-8 School contracted to provide tutoring in reading, math, and enrichment programs (robotics and coding). FDR K-8 School has a fee-based after school program for Kinders from 1:48-3:05pm, as well as a free after school program called Think Together for grades K-8 beginning at 3:05pm and ending at 6pm. On our Early Release Wednesdays, students in grades 1-8 attend Think Together from 1:55 PM to 6:00 PM, kinder students attend the fee based program until 3:00pm before heading over to Think Together. They receive 1 hour or more of homework assistance and 2 hours of supervised activities such as, computer classes, organized games, art, gardening, acting classes, chess classes etc.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
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			5

Ongoing Professional Development opportunities exist for staff throughout the year, focusing on the improvement of teaching and assisting students in meeting the Common Core State Standards as well as providing a safe place for all students. The District's Beginning Teachers Support Assistance Program provides extensive ongoing support for new and second-year teachers. The Special Education Department provides monthly professional development opportunities to support our Special Day Class and Resource Specialist Program teachers, as well as the Special Education classified staff. Members of the FDR staff attended District-wide trainings in English Language Arts, Math, and English Language Development. In addition staff members have attended English Language Development trainings. Numerous teachers are being supported by English Language Arts and Math coaches. The staff have had opportunities to attend in-services which included but were not limited to: Autism, Math, ELA, Social Studies, Science, Technology integration, and ELD training.