

# **Stockdale 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Stockdale Elementary School
<b>Street</b>	7801 Kroll Way
<b>City, State, Zip</b>	Bakersfield, CA 93309
<b>Phone Number</b>	(661) 831-7835
<b>Principal</b>	MT Merickel
<b>Email Address</b>	mmericke@pbvUSD.net
<b>Website</b>	<a href="http://www.pbvUSD.k12.ca.us/Domain/24">http://www.pbvUSD.k12.ca.us/Domain/24</a>
<b>County-District-School (CDS) Code</b>	15633626096986

Entity	Contact Information
<b>District Name</b>	Panama-Buena Vista Union School District
<b>Phone Number</b>	(661) 831-8331
<b>Superintendent</b>	Kevin Silberberg, Ed.D.
<b>Email Address</b>	ksilberberg@pbvUSD.net
<b>Website</b>	<a href="http://www.pbvUSD.k12.ca.us/">http://www.pbvUSD.k12.ca.us/</a>

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

Stockdale Elementary is located at 7801 Kroll Way, south of Stockdale Highway and just east of Gosford Road. Stockdale Elementary opened in the fall of 1977 and is named after the area originally known as the Tevis-Stockdale Estate. Recognized as A NATIONAL BLUE RIBBON SCHOOL OF EXCELLENCE, four times as a CALIFORNIA DISTINGUISHED SCHOOL, and recognized as AN INTERNATIONAL READING ASSOCIATION EXEMPLARY READING PROGRAM SCHOOL, the mission of Stockdale Elementary is to efficiently and equitably prepare all students for productive and successful citizenship in our society by creating a positive learning environment where all students are valued and encouraged to realize their optimum potential. Stockdale Elementary's purpose statement is, "Inspiring hope while ensuring high levels of learning for all students." The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Stockdale Elementary received School Improvement Program (SIP) and Economic Impact Aid-Limited English Proficient (EIA-LEP) funds from the state. Our EIA-LEP funds were used to assist identified English Language Learners. SIP monies fund all students with core instruction and extra curricular activities. A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Stockdale Elementary with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic challenges.

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

Grade Level	Number of Students
<b>Kindergarten</b>	101
<b>Grade 1</b>	81
<b>Grade 2</b>	78
<b>Grade 3</b>	104
<b>Grade 4</b>	80
<b>Grade 5</b>	97
<b>Grade 6</b>	97
<b>Total Enrollment</b>	638

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

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.6
Asian	9.2
Filipino	1.1
Hispanic or Latino	41.5
Native Hawaiian or Pacific Islander	0.2
White	37
Two or More Races	3.4
Socioeconomically Disadvantaged	43.7
English Learners	11.3
Students with Disabilities	8.8
Foster Youth	0.9
Homeless	1.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	27	32	887
Without Full Credential	0	1	0	54
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	31

### 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: 11/2016

In addition to the state and District approved, adopted textbooks all grade levels have access to Renaissance reading and supplemental math curriculum. These are used to individualize student learning with the purpose of intervention and/or enrichment. Students have access to Reflect Math. This is used to teach and reinforce math facts. 95% Group materials are used to supplement ELA instruction. They are also used during Language Arts intervention blocks to address strategic and/or intensive student needs.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted 2007: Macmillan/McGraw-Hill, "California Science" (K-5); Glencoe, "California Focus on Science" (6th)	Yes	0
History-Social Science	Adopted 2006: Scott Foresman, "History-Social Science for California" (K-5); Glencoe "Discovering Our Past: Ancient Civilizations" (6th)	Yes	0

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

Stockdale Elementary School provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receive inservice in emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 7:20 a.m. when the school opens and supervision ends at 2:45 p.m.

### 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:** 10/31/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	67	72	51	52	50	50
Mathematics (grades 3-8 and 11)	54	64	34	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	362	359	99.17	0.83	71.59
Male	190	188	98.95	1.05	68.62
Female	172	171	99.42	0.58	74.85
Black or African American	18	18	100.00	0.00	55.56
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	81.48
Filipino	--	--	--	--	--
Hispanic or Latino	151	150	99.34	0.66	71.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	134	99.26	0.74	74.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	58.82
Socioeconomically Disadvantaged	129	128	99.22	0.78	60.16
English Learners	65	63	96.92	3.08	61.90
Students with Disabilities	37	36	97.30	2.70	38.89
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	363	359	98.90	1.10	63.51
Male	191	188	98.43	1.57	65.43
Female	172	171	99.42	0.58	61.40
Black or African American	18	18	100.00	0.00	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	85.19
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68	1.32	58.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	134	99.26	0.74	70.90
Two or More Races	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	130	128	98.46	1.54	51.56
English Learners	65	63	96.92	3.08	53.97
Students with Disabilities	37	36	97.30	2.70	36.11
Students Receiving Migrant Education Services					

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	22.8	7.6

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 parents of Stockdale Elementary's students support their children, the school and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, athletic and academic events. Opportunities for parental involvement at Stockdale Elementary include the Parent Club, School Site Council, Parent Advisory Council, and classroom volunteers. The Parent Club provides funds and supports assemblies, art, playground equipment, school carnivals, field trips, and many other extra benefits for the school and students. Parents may contact the school for more information. Contact Person: MT Merickel, Principal - Contact Phone No.: (661) 831-7835

### 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	2.3	1.6	2.2	4.0	2.2	3.2	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)

Stockdale Elementary has a positive learning environment. The goal of Stockdale's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Stockdale Elementary believes students who develop a sense of personal responsibility will mature both academically and emotionally. We expect students to be respectful, responsible and safe. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks.

Stockdale Elementary discussed, updated and reviewed its comprehensive safety plan on October 3rd during a committee meeting comprised of school stakeholders and again during a school site council meeting on October 10th. Following are a few of the key elements of our plan: ensuring consistency with safety practices, PBIS implementation, quick response to crisis situations, promotion of incentives for exemplary academic performance, success of student valet program and the importance of visibility of staff.

Students with excessive tardies, truancies or unexcused absences are subject to corrective actions including loss of privileges and mandatory parent conferences. We truly believe that missing school is missing out. The District has established an Independent Study Program for students who must be absent from school due to illness for an extended period of time.

Stockdale establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth. Expulsions occur only when required by law or when all other alternatives are exhausted.

## 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	25	1	3		26		4		26		4	
1	26		3		26		3		26		3	
2	29		3		29		3		29		2	
3	25	1	3		25	1	3		25	1	4	
4	29		3		30		3		26		3	
5	29		3		29		3		31		3	
6	24	1	3		26	1	3		26	1	3	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	6.1
Other	2.5

\*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	11,888.00	4,262.00	7,626.00	81,397.00
District	N/A	N/A	7,579.00	\$74,220.00
Percent Difference - School Site and District	N/A	N/A	0.6	9.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	1.6	-1.5

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 District uses LCFF funds for its general purpose funding, including, but not limited to:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and Operations
- Facilities
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The types of services funded with categorical funds include:

### Title II

The district uses Title II funds to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

### Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,867	\$45,741
Mid-Range Teacher Salary	\$73,055	\$81,840
Highest Teacher Salary	\$92,173	\$102,065
Average Principal Salary (Elementary)	\$117,980	\$129,221
Average Principal Salary (Middle)	\$123,086	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,233	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	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	18	21	19

Professional Development Focus areas include English Language Development, Benchmark Advance, Technology, 95% Group Intervention for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, DIBELS, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher point of view.

Professional development is delivered through Staff Development Days, Grade Level Focus Groups, conference attendance, District workshops with teacher release time, and online video tutorials. Professional Readiness and Educational Program days (Prep Days) which include one (1) hour each week release time, is also provided for teachers to receive school site staff development and work with their collaborative teams.

Teachers attend multi-day seminars with presenters and follow-up coaching is provided to support Direct Interactive Instruction and to develop standards-based common core lessons with Benchmark Advance. Teachers are also supported by curriculum specialists, categorical program specialists, Induction Program mentors, and Academic Coaches.