Stine Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Stine Elementary School
Street	4300 Wilson Road
City, State, Zip	Bakersfield, CA 93309
Phone Number	(661) 831-1022
Principal	Monica Hicks-Stout
Email Address	monhicks@pbvusd.net
Website	http://www.pbvusd.k12.ca.us/Domain/23
County-District-School (CDS) Code	15633626009955

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

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

Stine School's name originated from a local farmer, Phillip A. Stine. Mr. Stine, one of the first men to farm the area, was instrumental in the construction of the Stine Canal. Later Stine Road was built along the course of the canal and was named after the canal. Stine Elementary School, opened in 1900 and later built at its present site in 1957. It was named for the nearby road. Stine Elementary School, supports and strives to maintain the concept of "Excellence in Education" as defined by the Panama-Buena Vista Union School District. Our teachers strive to ensure student learning is evident. We believe this attitude pays off in student test scores and achievement. 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.

Stine Elementary School received LCFF and Title 1 fund from the federal government. The Title 1 funds strengthened our Language Arts and Mathematics Programs, utilizing intervention practices in grades kindergarten through sixth. Our LCFF funds were used to assist identified English Language Learners, while other monies enhanced the library and media program. Money from LCFF fund various programs, projects, and materials and partially fund our Intervention Specialist and various instructional aides.

Stine's purpose statement is, creating an atmosphere of academic, social, and behavioral excellence for all. A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Stine Elementary School 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
Kindergarten	122
Grade 1	102
Grade 2	97
Grade 3	100
Grade 4	98
Grade 5	95
Grade 6	79
Total Enrollment	693

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	22.1
American Indian or Alaska Native	0.1
Asian	1.4
Filipino	0.1
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.9
White	9.8
Two or More Races	2.3
Socioeconomically Disadvantaged	89.3
English Learners	16.7
Students with Disabilities	9.8
Foster Youth	1.2
Homeless	3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	32	31	887
Without Full Credential	4	7	3	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	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: 10/2016

All grade levels have the district's state adopted curriculum, Benchmark Advance, GO Math!, as well as the adopted materials for Science and Social Studies. To complement the core instruction all grade levels have access to supplemental materials such as the Rigby reading books, Eureka Math, and leveled readers. Intervention for Kindergarten through 6th grade uses 95% Group materials to supplement ELA instruction and help with deficits in student learning.

To help enhance individualized learning, students have access to laptop computers and/or the computer lab. Students use LEXIA, Accelerated Reader, and other computer programs to help build on their individual academic skills. Third through sixth grade students use typing programs, Google Apps For Education, and Standards-Based practice assessments to enhance higher learning skills and prepare for state testing.

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)

Stine 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 an environment for learning. Ongoing repairs and modifications to the physical site meet 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. The District provides training in emergency protocols and CPR/First Aid as part of its ongoing staff development program. Identification badges are issued to substitute teachers by the district and volunteers/visitors are provided with visitor passes as they register in our office. The gates on the perimeter of the school playground remain 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. 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: 1/24/2019

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	**Exemplary**	

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)	28	32	51	52	50	50
Mathematics (grades 3-8 and 11)	19	15	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	377	375	99.47	0.53	31.55
Male	209	207	99.04	0.96	27.67
Female	168	168	100.00	0.00	36.31
Black or African American	86	86	100.00	0.00	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	234	232	99.15	0.85	34.05
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	35	35	100.00	0.00	34.29
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	298	296	99.33	0.67	28.14
English Learners	85	85	100.00	0.00	28.24
Students with Disabilities	61	60	98.36	1.64	11.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00

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	380	373	98.16	1.84	14.78
Male	212	206	97.17	2.83	18.05
Female	168	167	99.40	0.60	10.78
Black or African American	88	84	95.45	4.55	11.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	235	232	98.72	1.28	13.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	35	100.00	0.00	23.53
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	301	294	97.67	2.33	12.97
English Learners	85	85	100.00	0.00	10.59
Students with Disabilities	62	59	95.16	4.84	3.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00

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	22.7	34.1	6.8

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)

Stine Elementary School has hosted parent involvement activities such as Family Literacy Night, Family Math Night, Family Picnic, Homework Help for Parents, Technology for Parents, Parent Academy, Coffee with a Counselor, and SBAC Preparation events. Other opportunities for parental involvement at Stine Elementary School include participation in the Parent Club, School Site Council, Parent Advisory Council, English Learners Advisory Committee, classroom volunteers and parent/community events. Stine uses our school website, flyers, phone calls, and invitations to encourage parent participation. Our school will continue provide events like these and offer more opportunities in the future to involve our parents in the academic success of their children. Parents may contact the school for more information. Contact Person(s): Monica Hicks, Principal & Jared Coppolo, Assistant Principal - Contact Phone No.: (661) 831-1022

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	3.9	2.3	5.0	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)

Stine School's Comprehensive School Safety Plan was reviewed, revised, updated,, discussed, and adopted by the School Site Council on December 7, 2017. We believe Stine Elementary School has a positive and safe learning environment. The Safe School plan has seven goals. There are two goals that are our primary focus: Goal #1 Assure each student a safe physical environment, under the overall leadership and supervision of the principal, staff, students and parents. Goal #2 Improve the school's culture. Improvement Activities include the following: Secure campus by enforcing a "closed campus" during school hours. Maintain a log of all visitors and require same to wear identification badges provided at check-in. Send reminder letters as necessary to parents addressing traffic and other safety concerns, requesting their cooperation. Provide additional supervision of restrooms throughout the day for the safety and privacy of the students. Provide safe entry to campus and additional entry point supervision with a daily student valet team. Continue to implement a fair and systematic discipline structure consistent with State and District policies. Maintain a log of student discipline violations. Continue parent/guardian contact with continual updates of their child's behavior. Continue talks in the classroom and with students about bullying and harassment, and the importance of reporting it. Continue adult supervision of all areas of the school where children are present. Utilize District and community intervention agencies to provide support for teachers, parents, students, and the community. Implement programs like Safe School Ambassadors and PBIS. Celebrate and promote incentive and reward programs like VIV, student improvement awards, Viking Valor tickets, and Viking Strong wristbands.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		5		23		5		25	1	4	
1	27		3		23		4		25		4	
2	28		4		27		3		26		3	
3	30		3		22	1	4		28		4	
4	26		3		31		3		31		3	
5	21	1	3		31		2		27		3	
6	26	1	3		25	1	3		29		3	
Other**	5	1							8	2		

*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*	3465.0

*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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.8
Other	1.0

*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	11,720.00	4,238.00	7,481.00	73,484.00
District	N/A	N/A	7,579.00	$74,220.00
Percent Difference - School Site and District	N/A	N/A	-1.3	-1.0
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-0.3	-11.8

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 I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "school wide program" to upgrade the instructional program for the whole school. Based on an analysis of student achievement data done be the school site, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of specifically identified students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards . Both school wide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

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	75	87	121

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 90 minute release time each week, 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.