

# Calipatria High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Calipatria High School
<b>Street</b>	601 West Main Street
<b>City, State, Zip</b>	Calipatria, California 92233
<b>Phone Number</b>	(760) 348-2254
<b>Principal</b>	Joe Derma III
<b>E-mail Address</b>	jderma@calipat.com
<b>Web Site</b>	chs.calipatriahornets.org
<b>CDS Code</b>	13-63107-1332501

<b>District Contact Information</b>	
<b>District Name</b>	Calipatria Unified School District
<b>Phone Number</b>	(760) 348-2892
<b>Superintendent</b>	Douglas Kline
<b>E-mail Address</b>	dkline@calipat.com
<b>Web Site</b>	calipatriahornets.org

### School Description and Mission Statement (School Year 2017-18)

Our mission is to provide a well-balanced curriculum, complimented by high quality instruction and leadership; to graduate career-oriented learners who are able to cope with the lifelong challenges of our global society. Calipatria High School (CHS) has a rich tradition of academic excellence and school pride. For 98 years, we have prepared our students for careers and the workforce and have sent them on to colleges and universities. This year we continued with Advanced Placement (AP) U.S. History, Language Arts, Spanish Language/Literature, Statistics, Government, and Biology in our repertoire of college preparatory offerings. We continuously work to increase student achievement schoolwide using strategies that address the needs of our diverse student population. These include extra-help programs in language arts and math for students struggling in these areas and tutorial programs created in collaboration with a variety of community partners. Calipatria's curricular emphasis is on meeting grade-level standards in the core subject areas and expected schoolwide learning results. This year we also continued to increase parent and community involvement through a variety of parent workshops and school site committees and organizations. We welcome parents and community to participate in all school activities. Students enjoy having members of the community participate in their learning experiences.

Joe Derma, III, PRINCIPAL

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	95
<b>Grade 10</b>	101
<b>Grade 11</b>	99
<b>Grade 12</b>	87
<b>Total Enrollment</b>	382

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	2.1
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	88.7
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	8.9
<b>Two or More Races</b>	0.3
<b>Socioeconomically Disadvantaged</b>	79.6
<b>English Learners</b>	25.9
<b>Students with Disabilities</b>	8.4
<b>Foster Youth</b>	0.3

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	18	21	58
Without Full Credential	4	4	1	8
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October, 2017

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA Adopted in 2016  Pearson Jolliffe Wrting America AP Adopted in 2016  American Guidance Basic English Comp Adopted in 2005	Yes	0
Mathematics	MacMillan-McGraw Hill Glencoe Math Accelerated Adopted in 2016  MacMillan-McGraw Hill Integrated Math I, II, III, IV Adopted in 2016  Glencoe, California Algebra Readiness Adopted in 2008	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Holt-Rinehart, Algebra 1, Algebra 2, Geometry Adopted in 2008  Glencoe, Pre-Calculus Adopted in 2008  Contemporary Pre Calculus Adopted in 2005  Pearson, Elementary Statistics Adopted in 2008  American Guidance Algebra Adopted in 2005		
<b>Science</b>	HRW, Biology Adopted in 2007  Glencoe Science, Chemistry: Matter and Change Adopted in 2006  Glencoe/McGraw, Physics Principals And Problems Adopted in 2004  Pearson, Earth Science Adopted in 2006  American Guidance World History Adopted in 2005  American Guidance Earth Science Adopted in 2005  American Guidance Biology Adopted in 2005	Yes	0
<b>History-Social Science</b>	Pearson US History Adopted in 2016  Pearson World History Adopted in 2016  Pearson Fraser: By the People: A History of the United States (AP) Adopted in 2016  Contemporary Economics Adopted in 2006  McDougal Littell, World History, The Americans Adopted in 2005  Glencoe/McGraw Hill, US Government Adopted in 2005  Pearson, World Civilizations-AP, the Am. Pageant-AP Adopted in 2006	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt McDougal, Avancemos Adopted in 2013  Cengage Learning, De Paseo Adopted in 2013  Houghton Mifflin Harcourt, Abriendo Puertas Adopted in 2013	Yes	0

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

Our school is maintained in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear and/or in the process of being mitigated. We scored between 75 to 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 93% (90-98.99%) and school rating of Good.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 14, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Stained ceiling tiles in Rm 5, 31, and 15. Broken window in boys locker room of new gym. Dust on top of lockers. Will be addressed with Winter, 2018 maintenance.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Paint was on walls and sinks in Art Rm 11. Room 29 was noted as an extremely dirty classroom, with piles everywhere. Room clean up will be address with classroom teacher and maintenance staff during January, 2018. Issues identified but not specified in ROP Shop. ROP shop is not currently being used for regular instruction since November, 2017 due to change in course offerings.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 14, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			No clock was noted in Rm 17 and 27. Some burnt out lights in new gym in both locker rooms. Will be addressed with Winter, 2018 maintenance.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		A fountain was leaking in 9-12 restrooms. Will be addressed with Winter, 2018 maintenance. Room 29 was noted as an extremely dirty classroom, with piles everywhere. Room clean up will be address with classroom teacher and maintenance staff during January, 2018. Some sink faucets loose in new gym. Boys and girls restroom in Wirt need painting. Will be addressed with Winter, 2018 maintenance. Issues identified but not specified in ROP Shop. ROP shop is not currently being used for regular instruction since November, 2017 due to change in course offerings.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Hairline crack on south wall of Rm 18 and on west wall of Rm 16. Half of roof blew off with wind storm, repairs are being sent out for bid. Will be monitored with regular maintenance.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 14, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	73	78	37	44	48	48
Mathematics (grades 3-8 and 11)	34	34	24	26	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	91	98.91	78.02
Male	49	49	100	71.43
Female	43	42	97.67	85.71
Black or African American	--	--	--	--
Hispanic or Latino	83	82	98.8	78.05
White	--	--	--	--
Socioeconomically Disadvantaged	71	70	98.59	74.29
English Learners	33	32	96.97	59.38
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	18	17	94.44	82.35
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	92	100	33.7
Male	49	49	100	28.57
Female	43	43	100	39.53
Black or African American	--	--	--	--
Hispanic or Latino	83	83	100	31.33
White	--	--	--	--
Socioeconomically Disadvantaged	71	71	100	26.76
English Learners	33	33	100	6.06
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	18	18	100	33.33
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	65	48	62	46	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## Career Technical Education Programs (School Year 2016-17)

Calipatria High School offers vocational education classes in Agriculture and Natural Science, Information Technology, and Hospitality. Students may enroll in vocational courses offered at other local high schools through our partnership with the Imperial Valley Regional Occupational Program. All of our students develop resume writing and interview skills through the regular English and technology courses. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	227
% of pupils completing a CTE program and earning a high school diploma	10.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.69
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	35.9

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.6	13.4	49.5

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents serve on our School Site Council (SSC), English Learner Advisory Committee (ELAC), Vocational Advisory Committee, Career Technology Education Advisory, and school-community organizations. They also attend parent workshops. Our SSC includes parent members; the council approves the school's annual plan and budget expenditures. We strongly encourage parents to participate in all school events and include reminders in our site webpage, school newsletters, flyers, and phone calls home. For more information about becoming involved in our school, please contact Joe Derma at (760) 348-2254.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	6.8	7.9	4.9	6.8	7.9	4.9	11.5	10.7	9.7
Graduation Rate	89.83	85.53	89.02	89.83	85.53	89.02	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	100	87.11
Black or African American	66.67	66.67	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	100	100	55.44
Students with Disabilities	100	100	63.9
Foster Youth	100	100	68.19

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.6	6.2	5.0	5.6	5.3	4.9	3.8	3.7	3.6
Expulsions	0.0	0.2	0.2	0.0	0.1	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

Our staff monitors school grounds ten minutes before school begins and after dismissal. The staff also monitors the hallways during passing periods. We have a disaster preparedness plan and conduct fire and disaster drills on a regular basis. Most staff members have been trained in the FEMA and National Incident Management System for working with government agencies in the event of natural disasters or emergencies. Also most of our staff is trained in CPR/First Aid techniques. Our site principal is a certified 1st Aide and CPR instructor. We annually review our site safety plan and update it every year. The plan covers disaster procedures, sexual harassment policies, the dress code, discipline policies, and safe-school strategies and programs.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	9	11		21	12	10		21	11	12	
Mathematics	22	7	9		23	8	6	2	21	9	8	
Science	24	2	9		21	6	7		21	6	7	
Social Science	26	1	9		23	4	6	2	26	3	5	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	180
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	3.5	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,166	\$927	\$6,239	\$61,975
District	N/A	N/A	\$5,830	\$70,196
Percent Difference: School Site and District	N/A	N/A	6.8	-12.4
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	-5.2	-0.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

Calipatria High School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Title II, Title III, Special Education, Migrant, and ASES. Additional funds from Lottery and Common core supported services in 16-17. CHS also received a USDA grant for mathematics instruction/materials.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,698	\$41,164
Mid-Range Teacher Salary	\$73,802	\$61,818
Highest Teacher Salary	\$90,252	\$84,567
Average Principal Salary (Elementary)	\$119,612	\$96,125
Average Principal Salary (Middle)	\$121,719	\$103,336
Average Principal Salary (High)	\$129,107	\$101,955
Superintendent Salary	\$141,317	\$126,855
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	14.9

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

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The major focus of our staff development is increasing student achievement by providing staff with research-based instructional methods and practices that support our students' needs. Staff members improve their teaching skills by participating in conferences and workshops throughout the year and sharing their knowledge with colleagues. Our district offers two to three staff development days annually, providing teachers with a broad variety of teaching strategies and methods. In addition, our staff meets weekly on Wednesday, from 1:45 p.m. to 3:30 p.m., for staff training and planning. We have conducted professional development for all core areas to Science, Math, ELA and History. We have worked in conjunction with our county office of education.