

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Gustine High

Address: 501 North Ave. Gustine, CA 95322-1116

Principal: Dr. John Peter Petrone

Phone: (209) 854-6414

Email: jpetrone@gustineusd.org

Web Site: www.gustineusd.org

CDS Code: 24736192431807



Gustine Unified

Superintendent: Bill Morones

Phone: (209) 854-3784

Email: bmorones@gustineusd.org

Web Site: www.gustineusd.org



I DATA AND ACCESS

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 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 state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Gustine Unified
 Phone Number: (209) 854-3784
 Superintendent: Bill Morones
 E-mail Address: bmorones@gustineusd.org
 Web Site: www.gustineusd.org

School Contact Information Most Recent Year

School Name: Gustine High
 Street: 501 North Ave.
 City, State, Zip: Gustine, CA 95322-1116
 Phone Number: (209) 854-6414
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 County-District-School
 (CDS) Code: 24736192431807

School Description and Mission Statement (School Year 2016–17)

Established in 1913, Gustine High School (GHS) is a part of the Gustine Unified School District (GUSD), and the single comprehensive high school serving students in grades 9-12. This fully WASC (Western Association of Schools and Colleges) accredited high school is located in the City of Gustine, at the northwestern portion of Merced County, approximately 35 miles from Merced, on the western side of the San Joaquin Valley. The 224 square mile district serves a high school student population as of 2016, 606 students in grades 9 through 12.

Farming and dairy-related industries are the principle agricultural activities located in one of the most fertile agricultural regions of the world. Significant walnut, almond, wheat, hay, alfalfa, bean, and tomato crops contribute to the agricultural base. Many of our student's relatives are GHS alumni. Several members of the faculty and staff are also graduates of GHS. The Santa Nella area, which is also part of the Gustine Unified School District, is a major trucking and motoring stop along US Interstate 5.

Gustine area residents (population 5,611*) pride themselves in their community. Median household income between 2007-2011 was reported at \$45,639*. Ethnic composition in 2010 was reported at 50.2% Hispanic*, 45.6% white non-Hispanic*, and 4.2%* other ethnicity. 64.0%* of the adult population reported having a high school education or less. *Source U.S. Census Bureau

Gustine High School parents and community provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, examine student results, and provide input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various Strategic Plan committees and the GHS English Learner Advisory Committee (ELAC). The mission of GHS and the GUSD can be succinctly summed up in our District Motto: "Preparing Students for the Future....Today". It is our responsibility to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation. The expected school-wide learning results are:

- * Upon graduation, every student will possess the ability to collaborate in teams.
- * Upon graduation, every student will possess the ability to effectively communicate both verbally and in writing to a variety of audiences.
- * Upon Graduation every student will possess the ability to think critically and solve problems.
- * Upon graduation, every student will possess the ability to take initiative, create, have a strong work ethic, and self manage..
- * Upon graduation, every student will possess the ability to use technological and other resources to access and analyze information.

Gustine High School offers many opportunities for students, parents, and community members to collaborate with the high school. Our school site council and ELAC are just a couple of the opportunities available.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	166
Grade 10	158
Grade 11	145
Grade 12	129
Total Enrollment	598

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0%
Asian	1.3%
Filipino	1%
Hispanic or Latino	74.7%
Native Hawaiian/Pacific Islander	0.3%
White	21.7%
Two or More Races	0.2%
Socioeconomically Disadvantaged	76.1%
English Learners	16.2%
Students with Disabilities	10%
Foster Youth	0.2%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	25	26	29	
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	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	.00%	.00%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Current and standards aligned	McDougal Littell 2002	0%
Mathematics	Current and standards aligned	Houghton Mifflin 2014	0%
Science	Current and standards aligned	McDougal Littell 2002, 2005 Houghton Mifflin 2001,2003 Prentice Hall/Pearson 2003 Glenco 2002 Thompson Learning 2003 Holt Reinhart Winston 2009	0%
History-Social Science	Current and standards aligned	McDougal Littell 2003 Houghton Mifflin 2002 Holt 2003 Prentice Hall 2002	0%
Foreign Language	Current and standards aligned	Glenco/McGraw Hill 2005, 1997	0%
Health	Current and standards aligned	McGraw Hill 2013	0%
Visual and Performing Arts	Current and standards aligned	N/A	0%
Science Laboratory Equipment (grades 9-12)	Overall satisfactory	N/A	0%

School Facility Conditions and Planned Improvements

The current facility consists of five permanent buildings and nine portables. There is a gymnasium, theater, cafeteria, a football stadium, baseball, and softball fields. Additionally there is an agriculture farm area with stalls and a show barn, and a greenhouse.

FIT Scores:

Systems = Good, 100%

Interior Surfaces= Poor, 66.67%*

Cleanliness= Good, 100%

Electrical, Poor, 66.67%

Restrooms= Good, 93.75%

Safety= Good, 93.75%

Structural= Good, 100%

External= Good, 95.84%

*Facilities Construction Bond "Measure P" was passed by voters in November 2014. As of 01/2017 GHS has completed a \$2.7 million locker room renovation. Several new projects are in the planning stage for this site as well.

School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: August 2016

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

Overall Facility Rate

Month and year in which data were collected: August 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	-	✓	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	50%	57%	24%	29%	44%	48%
Mathematics (grades 3-8 and 11)	19%	23%	14%	14%	34%	36%

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.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	139	98.58%	57.25%
Male	72	71	98.61%	57.75%
Female	69	68	98.55%	56.72%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	106	100.00%	54.29%
Native Hawaiian or Pacific Islander				
White	31	30	96.77%	63.33%
Two or More Races				
Socioeconomically Disadvantaged	107	106	99.07%	56.19%
English Learners	18	18	100.00%	16.67%
Students with Disabilities	13	13	100.00%	30.77%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	138	97.87%	23.19%
Male	72	71	98.61%	26.76%
Female	69	67	97.10%	19.40%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	105	99.06%	24.76%
Native Hawaiian or Pacific Islander				
White	31	30	96.77%	13.33%
Two or More Races				
Socioeconomically Disadvantaged	107	105	98.13%	25.71%
English Learners	18	18	100.00%	
Students with Disabilities	13	13	100.00%	7.69%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47%	38%	61%	53%	54%	53%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	231	229	99.13%	61.14%
Male	108	108	100.00%	61.11%
Female	123	121	98.37%	61.16%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	164	163	99.39%	55.21%
Native Hawaiian or Pacific Islander	–	–	–	–
White	53	53	100.00%	73.58%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	167	166	99.40%	55.42%
English Learners	38	38	100.00%	7.89%
Students with Disabilities	14	14	100.00%	14.29%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

Students have the opportunity of experiencing career and technical programs. We currently have four pathways for career technical education. The four consist of: AG Science pathway, Ornamental Horticulture pathway, Ag Mechanics pathway, and a Food Science pathway.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	293
Percent of pupils completing a CTE program and earning a high school diploma	37%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	33.87%

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 area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

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
9	16.00%	28.80%	36.80%

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 school site.

Opportunities for Parental Involvement - (School Year 2016–17)

As a small school, we have many opportunities for our students to become involved in both curricular and extra curricular activities. Parents also have the opportunity to play a vital role in these activities. Parents are actively recruited to serve on the School Site Council where funding and school program decisions are made. We also have periodic community meeting to discuss the site/district Local Control Accountability Plan (LCAP). Additionally, we have an English Learner Advisory Committee, a strong and active Agriculture Booster Club, Athletic Booster Club, Band Boosters.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.70%	9.20%	0.80%	8.70%	14.40%	1.50%	11.40%	11.50%	10.70%
Graduation Rate	94.34%	89.91%	97.67%	91.30%	84.80%	97.01%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	100.00	94.07	85.92
Black or African American	.00	.00	78.04
American Indian or Alaska Native	.00	.00	78.06
Asian	100.00	100.00	93.32
Filipino	.00	.00	93.22
Hispanic or Latino	100.00	93.94	83.00
Native Hawaiian/Pacific Islander	.00	.00	84.88
White	93.75	94.12	90.52
Two or More Races	.00	.00	89.32
Socioeconomically Disadvantaged	100.00	91.25	77.59
English Learners	72.73	57.14	53.97
Students with Disabilities	100.00	100.00	66.10
Foster Youth			

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.42	5.08	4.15	4.27	5.42	4.66	4.36	3.80	3.65
Expulsions	0.00	0.17	0.16	0.10	0.10	0.05	0.10	0.09	0.09

School Safety Plan – Most Recent Year

The school Safety Plan is completed. Emergency procedures are reviewed with the staff at the beginning of each school year and reviewed at various times during the year. Due to these reviews and drills, emergency procedures and safety on campus has improved. We have a full-time SRO and part time campus supervisor. The campus also has a camera surveillance system. School administration/staff are diligent in being seen on campus and maintaining a safe environment. With the the passage of Measure P in November 2014 (school construction bond) a number of safety related projects are in the planning stages.

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	2	9	8	27	7	12	4	29	4	10	5
Mathematics	25	6	8	6	26	4	15	2	28	1	14	3
Science	28	2	10	4	30	1	12	4	23	1	14	1
Social Science	29	1	8	3	32	1	5	6	27	4	9	2

* 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 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$64952
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Gustine High School operates the following programs:

The SPSA and LCAP along with Title III programs call for support of developing fluency in English, and academic proficiency of English learners. Two teachers share the teaching of ELD to designated students. EDGE is used as the curriculum for EL students scoring 1,2 or 3 on the CELDT test EDGE Level A is the curriculum for our level 4 and 5 students. In addition, some level 3, and all level 4 and 5 students are placed in a standards-based, grade level English class.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40506	\$42063
Mid-Range Teacher Salary	\$65406	\$64823
Highest Teacher Salary	\$80671	\$84821
Average Principal Salary (Elementary)	\$107202	\$101849
Average Principal Salary (Middle)	\$112269	\$107678
Average Principal Salary (High)	\$116871	\$115589
Superintendent Salary	\$164805	\$169152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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 2015-16)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	10%
English	2	6%
Fine and Performing Arts	0	14%
Foreign Language	1	3%
Mathematics	1	6%
Science	0	
Social Science		14%
All courses		

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district provides one minimum day per month and an early release Monday every week, as well as other professional development designated days as contained within the academic calendar. Staff development is focused on Richard Dufour's model of Professional Learning Communities (PLC's), Marzano's powerful first instruction, supporting second language learners, Common Core, and technology. *Note beginning in August 2015 and continuing to date, the staff continues ongoing professional development in related PLC methods and practices.