

# Endeavor College Preparatory Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.



### Rosie Carlson

Principal, Endeavor College Preparatory Charter

#### About Our School

#### Contact

*Endeavor College Preparatory Charter*  
1263 S SOTO  
Los Angeles, CA 90023

Phone: 323-947-7311  
E-mail: [rcarlson@endeavorcollegeprep.org](mailto:rcarlson@endeavorcollegeprep.org)

## About This School

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

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Endeavor College Preparatory Charter
<b>Street</b>	1263 S SOTO
<b>City, State, Zip</b>	Los Angeles, Ca, 90023
<b>Phone Number</b>	323-947-7311
<b>Principal</b>	Rosie Carlson
<b>E-mail Address</b>	<a href="mailto:rcarlson@endeavorcollegeprep.org">rcarlson@endeavorcollegeprep.org</a>
<b>Web Site</b>	<a href="http://endeavorcollegeprep.org">http://endeavorcollegeprep.org</a>
<b>County-District-School (CDS) Code</b>	19647330120014

*Last updated: 1/18/2018*

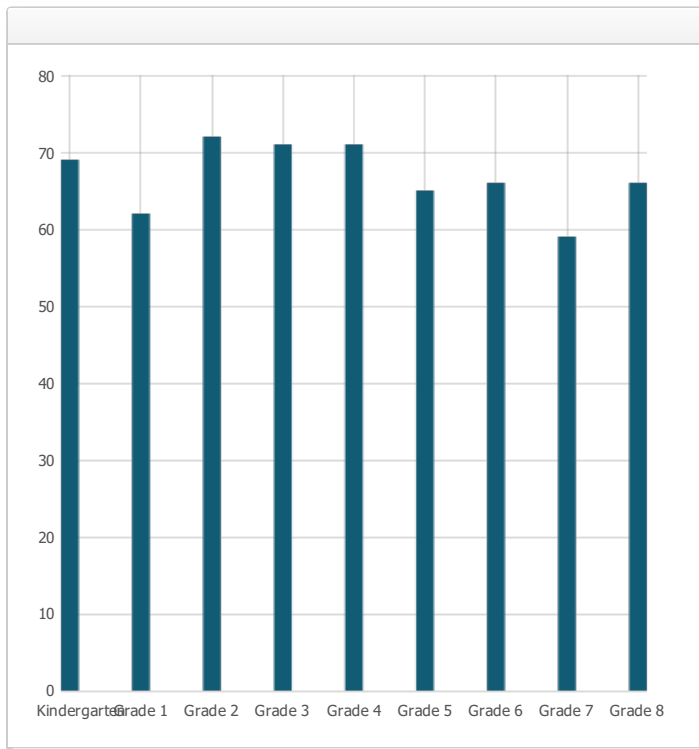
### School Description and Mission Statement (School Year 2017-18)

<p><b>School Information</b></p> <p>Endeavor College Prep is a kindergarten through eighth grade charter school serving children from the historically underserved neighborhoods of Boyle Heights, Lincoln Heights, and surrounding eastside communities. Our student population is 96% Latino, 91% free/reduced lunch.</p> <p><b>Mission Statement</b></p> <p>Endeavor College Preparatory Charter School prepares our students with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their community.</p>
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*Last updated: 1/18/2018*

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	62
Grade 2	72
Grade 3	71
Grade 4	71
Grade 5	65
Grade 6	66
Grade 7	59
Grade 8	66
<b>Total Enrollment</b>	<b>601</b>



Last updated: 1/18/2018

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

CALPADS data does not separate Filipino from Asian count. All students are included in this count.

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.3 %
Asian	0.0 %
Filipino	0.3 %
Hispanic or Latino	98.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	-0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.2 %
English Learners	37.3 %
Students with Disabilities	14.6 %
Foster Youth	0.8 %

Last updated: 2/1/2018

## A. Conditions of Learning

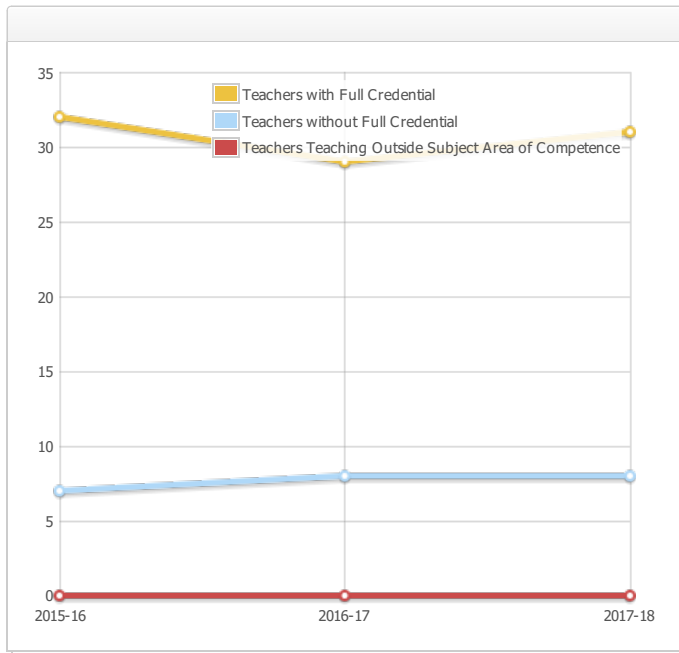
### State Priority: Basic

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

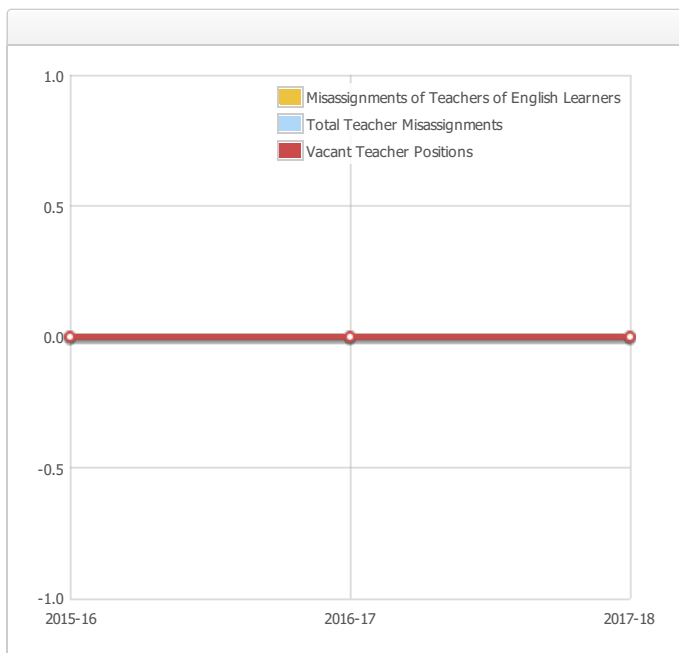
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	29	31	21842
Without Full Credential	7	8	8	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 1/31/2018

#### 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.

Last updated: 1/26/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.0 %
Mathematics	<p><b>K-5 uses Eureka Math</b></p> <p>Eureka Math—also known as EngageNY—is a complete, PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Eureka provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials.</p> <p><b>6-8 uses Go Math</b></p> <p>GO Math is the first K–8 math program written to fully support new standards. GO Math! provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.</p>	No	0.0 %
Science	<ul style="list-style-type: none"> <li>Glencoe Science: Focus on Earth Science (Grades 3-8)</li> <li>Benchmark Advance (Grades K-2) Year Adopted: 2017, most recent adoption: YES</li> </ul>	No	36.0 %
History-Social Science	<p>Discovering our Past, Glencoe/McGraw-Hill School (Grades 4-8)</p> <p>Benchmark Advance (Grades K-2) Year Adopted: 2017, most recent adoption: YES</p>	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

**School Facility Conditions and Planned Improvements**

N/A
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*Last updated: 1/18/2018*

**School Facility Good Repair Status**

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	<ul style="list-style-type: none"> <li>One A/C unit needs parts replaced in classroom 8</li> <li>Timers for heating and A/C require adjustment. Repair has been scheduled.</li> <li>Boiler is in poor condition and will need to be replaced within the year.</li> </ul>
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<ul style="list-style-type: none"> <li>Downstairs staff restroom needs continuous repair as it gets clogged at least one per week.</li> <li>Additional work needed to determine the cause of the problem.</li> </ul>
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	<p style="text-align: center;"><b>Roof</b></p> <ul style="list-style-type: none"> <li>main roof system on building was found to be in generally poor overall condition and to be in need of a roof replacement or reroof.</li> <li>roof system layers were easily seperated and the asphalt between the layers readily fractured out when sample was flexed.</li> <li>there are multiple previous roof repairs on the roof, including reparis around the drain areas and a membrane split with multiple layers of previous repair attempts extending from corner of the roof</li> </ul> <p style="text-align: center;"><b>Parking Building Roof Conditions</b></p> <ul style="list-style-type: none"> <li>The existing areas of traffic coating system on this building were found to be in extremely poor overall condition and to be in need of replacement.</li> <li>The existing traffic coating</li> </ul>

		<p>system was typically work through or completely worn away.</p> <ul style="list-style-type: none"> <li>Deteriorated substrate was noted at ramp connections.</li> </ul>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p>	<p>Note:</p> <ul style="list-style-type: none"> <li>rooftop serves as a fenced in playground and lunch area as well as some parking for staff therefore any repairs done to fix the roof will also benefit the playground spaces.</li> </ul>

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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*Last updated: 1/18/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	42%	42%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	33%	32%	29%	30%	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.

*Last updated: 1/18/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	395	386	97.72%	41.71%
Male	188	185	98.40%	34.05%
Female	207	201	97.10%	48.76%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	0	0		
Filipino	--	--	--	
Hispanic or Latino	386	379	98.19%	41.16%
Native Hawaiian or Pacific Islander	0	0		
White	--	--	--	
Two or More Races	0	0		
Socioeconomically Disadvantaged	378	371	98.15%	41.51%
English Learners	247	241	97.57%	38.59%
Students with Disabilities	60	58	96.67%	22.41%
Students Receiving Migrant Education Services	0	0		
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.

*Last updated: 1/18/2018*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	395	385	97.47%	32.47%
Male	188	185	98.40%	32.97%
Female	207	200	96.62%	32.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0		
Filipino	--	--	--	--
Hispanic or Latino	386	378	97.93%	32.28%
Native Hawaiian or Pacific Islander	0	0		
White	--	--	--	--
Two or More Races	0	0		
Socioeconomically Disadvantaged	378	370	97.88%	32.16%
English Learners	247	241	97.57%	28.63%
Students with Disabilities	60	58	96.67%	18.97%
Students Receiving Migrant Education Services	0	0		
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.

*Last updated: 1/18/2018*

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight and Ten**

Subject	Percentage 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)	71.0%	53.0%	46.0%	46.0%	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.

*Last updated: 1/18/2018*

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	25.4%	9.5%	7.9%
7	32.7%	7.3%	1.8%

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.

*Last updated: 1/18/2018*

## 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)

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Parents and students participate in parent-teacher student led conferences at least twice a year to discuss their children’s academic and behavioral progress. Teachers also communicate with families on a regular basis, making phone calls or sending notes home to share concerns as well as celebrate student success. Parents have teachers’ phone numbers and e-mail addresses, and are encouraged to contact teachers to discuss their children’s progress at any time.

Parents also complete a family satisfaction survey at the end of each trimester.

#### Parent Events

Endeavor College Prep hosts monthly family events, including parent-teacher student led conferences, workshops, and celebrations to provide parents with a better understanding of their children’s education and also provide them hands-on practice of concrete strategies to support their children’s success. Upcoming parent events will be noted in the school’s weekly parent letter.

# State Priority: Pupil Engagement

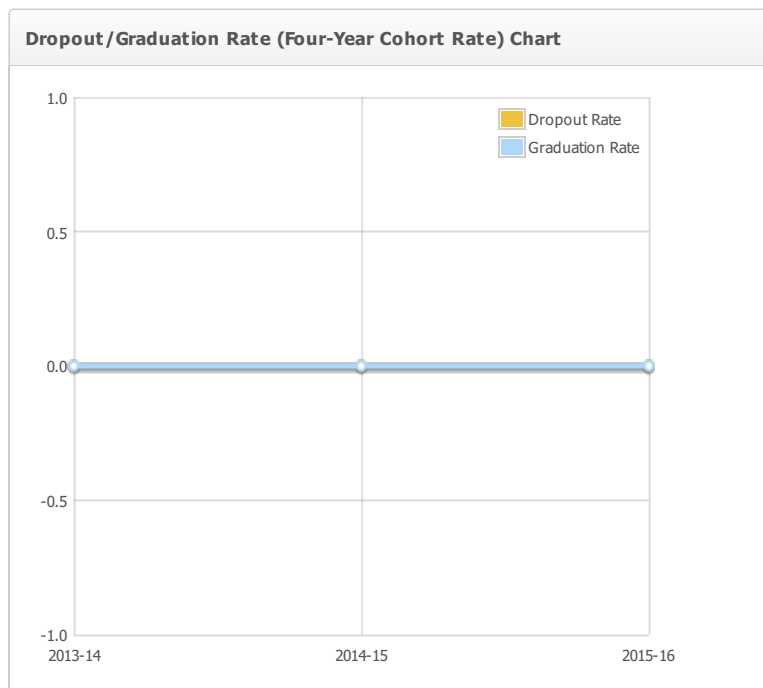
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

This section is not applicable because Endeavor College Prep does not serve high school grades.

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%



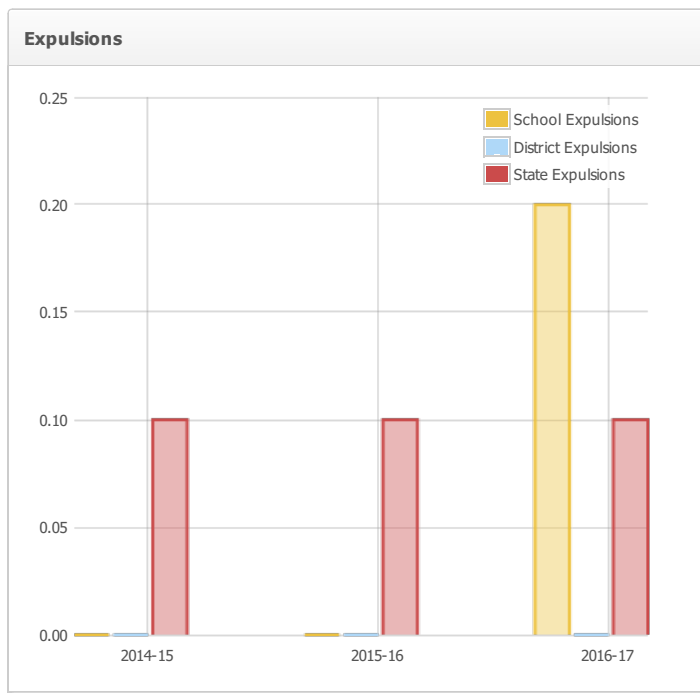
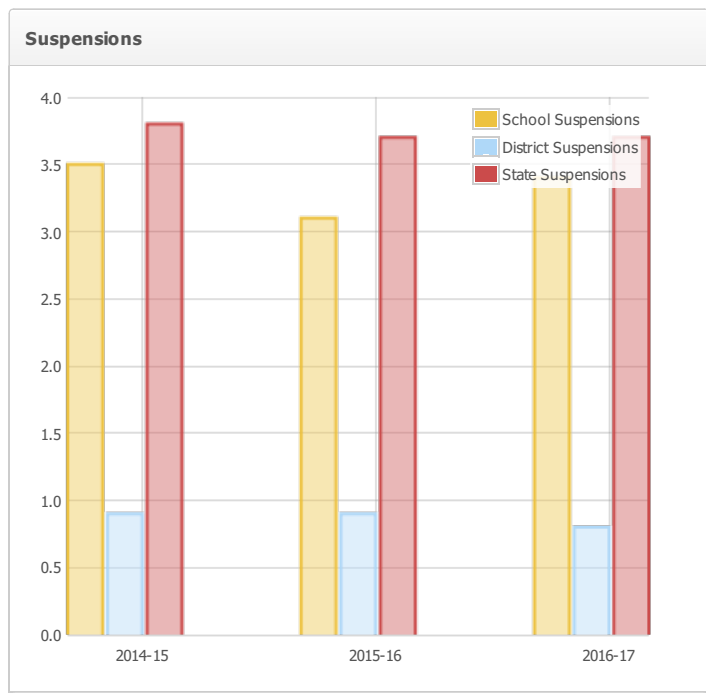
# State Priority: School Climate

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	3.5%	3.1%	3.4%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/18/2018

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

The School's Comprehensive Safety Plan was last reviewed August 14, 2017. The safety plan was completely revised for the 2017-18 school year as we moved into a private facility from previously co-located sites. Sections of the plan have been discussed with staff and students specifically the areas around emergency preparedness. Because our school is located in a building with another school, not affiliated with ours, we have also shared our safety plan with them to ensure that in case of an emergency we are able to safely exit all of our students.

### Key components of the Comprehensive Safety Plan are:

- Campus Safety & Security
- Emergency Preparedness
- Disaster Planning
- Campus Environment

Last updated: 1/31/2018

## 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	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 1/18/2018*

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

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32.0	0	2	0	31.0	0	2	2	35.0	0	0	2
1	33.0	0	0	2	36.0	0	0	2	31.0	0	2	0
2	33.0	0	0	2	35.0	0	0	2	36.0	0	0	2
3	36.0	0	0	2	36.0	0	0	2	36.0	0	0	2
4	36.0	0	0	2	35.0	0	0	2	35.0	0	0	2
5	29.0	0	2	0	33.0	0	0	2	32.0	0	2	0
6	34.0	0	0	2	32.0	0	2	5	33.0	0	0	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/31/2018*



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

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	33.0	0	0	4	33.0	0	0	4	31.0	0	0	4
Mathematics	33.0	0	0	4	33.0	0	0	4	31.0	0	4	0
Science	33.0	0	0	4	33.0	0	0	4	31.0	0	4	0
Social Science	33.0	0	0	4	33.0	0	0	4	31.0	0	4	0

\* 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.

Last updated: 1/31/2018

**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	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker	0.5	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	2.0	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.

Last updated: 1/18/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10140.0	\$2475.0	\$7665.0	\$53439.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	627.0%	-20219.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	1091.2%	-25788.1%

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

Last updated: 1/31/2018

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

Services funded at Endeavor College Prep include the following:

Special Education funds are used to provide services to students as required by the Individual Education Plans.

After School Enrichment and Safety (ASES) funds are used to provide after-school homework help and enrichment classes to students who participate in the program.

Title III funds are used to provide English Language Development support for our English Language Learners.

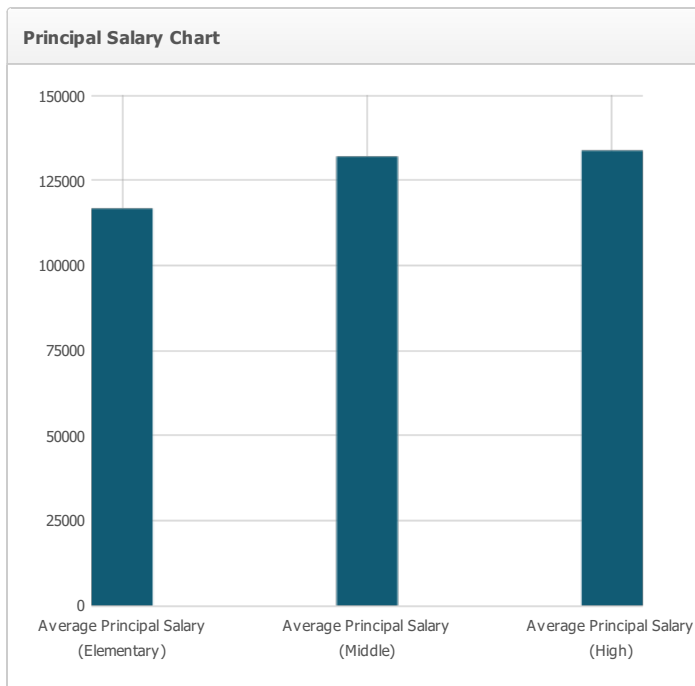
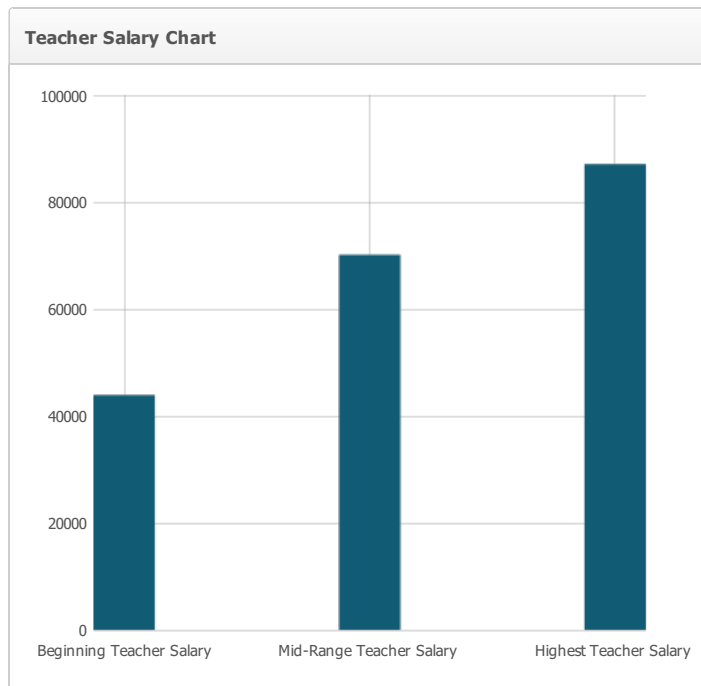
Title I funds are used for tutoring and push-in supports to help close the achievement gap that affects low-income children.

*Last updated: 2/1/2018*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



## Professional Development

### Professional Development at Endeavor

**2015-16:** 31 full-days of professional development. Additionally, three days per month, there is early dismissal to provide teachers and administrators with additional time for professional development workshops and internal training.

**2016-18:** 30 full-days of professional development. Additionally, three days per month, there is early dismissal to provide teachers and administrators with additional time for professional development workshops and internal training.

**2017-18:** 32 full-days of professional development. Additionally, three days per month, there is early dismissal to provide teachers and administrators with additional time for professional development workshops and internal training.

In the current academic year, staff professional development is focused on our three priorities: school culture, student support, teacher support. We have extensive professional development around using and practicing the school's systems effectively. The focus on student and teacher supports have come in many different forms and foci. In alignment with our mission, we have PDs that focus on academic and character building needs. Through the use of professional development, we are able to create an ongoing learning community and a safe place to practice and receive feedback.

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