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California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

</div>

Sacramento Charter High School

Address: 2315 34th St., Sacramento, CA 95817   **Phone:** (916) 277-6370
Principal: Jim Scheible   **Grade Span:** 9-12

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 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, the county, and the state. 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

District Contact Information – Most Recent Year

District Name	Sacramento City Unified School District
Phone Number	(916) 643-9000
Superintendent	Jose Banda
E-mail Address	superintendent@scusd.edu
Web Site	www.scusd.edu

School Contact Information – Most Recent Year

School Name	Sacramento Charter High School
Street	2315 34th St.
City, State, Zip	Sacramento, CA, 95817
Phone Number	(916) 275-9588
Principal	Jim Scheible
E-mail Address	jscheible@sachigh.org
Web Site	www.sachigh.org
County-District-School (CDS) Code	34 67439 0102038

School Description and Mission Statement – 2014-15

Sac High

Sacramento Charter High School is a college-prep, public charter school serving students in grades 9 – 12. Sac High's college-going culture is designed to give all students the opportunity to be accepted to and attend college.

Vision

To create one of the finest urban high schools in America.

Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	289
Grade 10	285
Grade 11	231
Grade 12	181
Ungraded Secondary	0
Total Enrollment	986

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	61.2
American Indian or Alaska Native	0.5
Asian	1.3
Filipino	0.2
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.3
White	1.8
Two or More Races	8.9
Socioeconomically Disadvantaged	71.3
English Learners	6.8
Students with Disabilities	10.2
Foster Youth	0.8

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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	34	41	Data Pending	1826
Without Full Credential	2	4	Data Pending	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	Data Pending	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	Data Pending
Total Teacher Misassignments*	3	4	Data Pending
Vacant Teacher Positions	0	0	Data Pending

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 2014–15)

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	91.4	8.6
All Schools in District	95.95	4.05
High-Poverty Schools in District	95.74	4.26
Low-Poverty Schools in District	100	0

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 – 2015-16

Year and month in which the data were collected: __*January 2016*__

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current information pending	No	0.0
Mathematics	Current information pending	No	0.0
Science	Current information pending	No	0.0
History-Social Science	Current information pending	No	0.0
Foreign Language	Current information pending	No	0.0
Health	Current information pending	No	0.0
Visual and Performing Arts	Current information pending	No	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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

School Facility Conditions and Planned Improvements – 2015-16

Overall, the facility is in good condition. Repairs are needed in the following areas:

- Roof repairs (ongoing for leaks)
- Broken sidewalk
- Other minor repairs

School Facility Good Repair Status – 2015-16

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

Year and month in which the data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Ongoing repairs (as needed for leaks)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tripping hazard in cement repaired

Overall Facility Rate – 2015-16

Year and month in which the data were collected: June 2016

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], Science California Standards Tests); and

- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	49	35	44
Mathematics (grades 3-8 and 11)	17	28	33

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 Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grade Eleven
(School Year 2014–15)

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	211	207	98.1	19	32	39	10
Male		103	48.8	26	31	37	6
Female		104	49.3	13	33	41	13
Black or African American		125	59.2	22	35	34	10
American Indian or Alaska Native		2	0.9	--	--	--	--
Asian		3	1.4	--	--	--	--
Filipino		0	0	0	0	0	0
Hispanic or Latino		59	28	15	31	46	8
Native Hawaiian or Pacific Islander		1	0.5	--	--	--	--
White		2	0.9	--	--	--	--
Two or More Races		15	7.1	20	20	53	7
Socioeconomically Disadvantaged		140	66.4	21	30	41	8
English Learners		13	6.2	31	46	23	0
Students with Disabilities		16	7.6	81	19	0	0
Students Receiving Migrant Education Services		0	0	0	0	0	0
Foster Youth		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grade Eleven
(School Year 2014–15)

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	211	206	97.6	48	35	17	0
Male		102	48.3	51	34	14	1
Female		104	49.3	44	37	19	0
Black or African American		125	59.2	54	31	14	0
American Indian or Alaska Native		2	0.9	--	--	--	--
Asian		3	1.4	--	--	--	--
Filipino		0	0	0	0	0	0
Hispanic or Latino		58	27.5	45	41	14	0
Native Hawaiian or Pacific Islander		1	0.5	--	--	--	--
White		2	0.9	--	--	--	--
Two or More Races		15	7.1	20	47	33	0
Socioeconomically Disadvantaged		139	65.9	48	38	14	0
English Learners		12	5.7	75	25	0	0
Students with Disabilities		16	7.6	88	13	0	0
Students Receiving Migrant Education Services		0	0	0	0	0	0
Foster Youth		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	55	45	62	49	53	47	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47
All Students at the School	62
Male	60
Female	65
Black or African American	56
American Indian or Alaska Native	
Asian	--
Filipino	--
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	
White	--
Two or More Races	80
Socioeconomically Disadvantaged	62
English Learners	68
Students with Disabilities	12
Students Receiving Migrant Education Services	
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014–15)

Sac High offers ROP courses in Computer Graphics and Visual Communications and a sequence of business courses that lead to an advanced Virtual Enterprise course.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0

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

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	96

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	56	46	53	49	42	43	57	56	58
Mathematics	60	53	60	55	47	47	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	51	24	26	46	36	18
All Students at the School	47	27	26	40	47	13
Male	49	30	21	42	48	10
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	44	22	35	37	47	16
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	42	15	42	31	42	27
White	56	23	21	41	45	14
Two or More Races	39	31	30	38	50	12
Socioeconomically Disadvantaged	51	27	22	40	49	10
English Learners	53	33	13	53	35	12
Students with Disabilities	93	4	4	96	0	4
Students Receiving Migrant Education Services	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0

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.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
9	23.8	20.4	29

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 – Most Recent Year

Parents and teachers maintain contact through school-issued email and cell phones; parents are provided with the contact information each term. Also at this level, parents receive access to Illuminate, Sac High's system for monitoring grades and attendance. For those parents that do not have ready access to the internet, weekly snapshots of attendance and class grades are sent home with students to be signed and returned to the student's advisory teacher (as part of their Advisory grade).

At the beginning of each term, Back to School Night is held to allow parents to come to the school and meet their students' teachers, as w ell as meet each other. Parents are notified of all meetings through mailings, newsletters, automated phone calls and notices sent home through students. Parents who would like to learn more about the general parent meetings should contact the front office at (916) 277- 6200.

Parents also have the opportunity to volunteer at the school in a number of capacities, from front office help to ticket taking at sporting events. Parents must complete an application, have a recent T B test taken, and also undergo a variety of background checks depending on the level of volunteering. Finally, parents can become involved by participating in an ongoing committee or group such as the Booster Club or School Site Council.

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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	4.5	5	3.7	11.5	6.1	5.5	13.1	11.4	11.5
Graduation Rate	92.13	90.1	92.02	79.91	85.27	85.01	78.87	80.44	80.95

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	94.01	82.13	84.6
Black or African American	93.55	74.6	76
American Indian or Alaska Native	0	70	78.07
Asian	100	87.1	92.62
Filipino	0	111.11	96.49
Hispanic or Latino	92.31	78.07	81.28
Native Hawaiian or Pacific Islander	100	75.36	83.58
White	80	89.94	89.93
Two or More Races	100	87.32	82.8
Socioeconomically Disadvantaged	95.45	80.35	81.36
English Learners	100	63.8	50.76
Students with Disabilities	85.71	67.4	61.28
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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	15.26	17.35	15.55	6.57	4.88	6.1	5.07	4.36	3.8
Expulsions	0.1	0.19	0	0.02	0.03	0.02	0.13	0.1	0.09

School Safety Plan – 2014-15

Sacramento Charter High School has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan was last revised in 2011-12 and is reviewed each year.

In addition to the above mentioned emergency response plan, Sac High has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior including the Commitment to Excellence Contract and dress code
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

Sac High has a security staff, as well as onsite monitors and deans to enforce discipline and maintain safety on campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate – English Language Arts	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient – English Language Arts	N/A	N/A
Met Percent Proficient – Mathematics	N/A	N/A
Met Attendance Rate	N/A	N/A
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	53
Percent of Schools Currently in Program Improvement	N/A	79.1

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31	6	5	16	29	6	11	16	26	11	30	3
Mathematics	31	5	11	13	29	5	17	13	27	6	25	8
Science	32	2	4	13	28	4	16	5	28	2	15	7
Social Science	31	3	7	12	29	4	12	9	28	5	9	12

* 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 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	493
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.33	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.33	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	4.75	N/A
Other		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 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	Data Pending	Data Pending	Data Pending	Data Pending
District	N/A	N/A	4,556	65,695
Percent Difference – School Site and District	N/A	N/A	Data Pending	Data Pending
State	N/A	N/A	5,348	72,971
Percent Difference – School Site and State	N/A	N/A	Data Pending	Data Pending

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

Types of Services Funded (Fiscal Year 2014–15)

As a Title I schoolwide school, Sacramento Charter High School allocates additional funding to enhance students' academic achievement. In 2014-15, Sac High was able to fund the following programs and services:

- Supplemental Education Services (SES) – a free tutoring program offered through the school year for students eligible for free/reduced lunch as per
- Program Improvement requirements.
- Supplemental materials/software dedicated to tracking student achievement.
- Increased professional development for teachers, staff and administrators (see Professional Development).
- Intervention and support classes for low -achieving students in core academic areas.
- Increased access to technology (Google Chromebooks)

Additionally, through other funding sources, Sac High is able to employ a full-time college counselor and provide opportunities for students to explore colleges and careers through college visits, the advisory program (a 30 minute structured course all students are enrolled in for all four years), and additional counseling services. In 2012-13, Sac High was awarded the 21st Century afterschool grant and partners with SCUSD to offer a wide range of afterschool programs to Sac High students.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,885	43,165
Mid-Range Teacher Salary	52,419	68,574
Highest Teacher Salary	86,028	89,146
Average Principal Salary (Elementary)	100,430	111,129
Average Principal Salary (Middle)	102,617	116,569
Average Principal Salary (High)	118,237	127,448
Superintendent Salary	245,000	234,382
Percent of Budget for Teacher Salaries	33	38
Percent of Budget for Administrative Salaries	6	5

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

Advanced Placement Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	7	15.1

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

* Where there are student course enrollments.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

All teachers participate in weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., state standards), test preparation (i.e., CAHSEE, CAASPP), and school culture.

In addition to schoolwide PD, core subject areas share common prep/planning times to allow for further discussion of curriculum, content and instructional strategies. Content leads (instructional coaches 2014-15) head these discussions and develop specific areas to address in the meetings (usually weekly meetings within content area during prep time). Content areas are also granted time to explore these areas in out of district trainings or extended meeting times; the school provides substitute teachers for teams to step out of the classroom and become students themselves.

Instructional coaches and administrators also provide formal and informal classroom observations as part of professional development. A rubric has been created to assess classroom objectives, but observations also allow for individualized feedback for teacher development.

Finally, teachers begin the school year up to 2 (for returning teachers) or 3 (for new teachers) weeks prior to the first day of school by attending a targeted PD program on campus. Additional days are set aside throughout the year to review student data and for other PD opportunities schoolwide.