

# New Heights 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.

## Amy Berfield, Principal

 Principal, New Heights Charter

### About Our School

Thank you for your interest in New Heights Charter School. We welcome students in grades TK-8 to join us in our efforts to create a safe, caring, and engaging learning environment. Enrollment begins in February each year.

Sincerely,

Amy Berfield

Executive Director

### Contact

*New Heights Charter  
2202 West Martin Luther King Jr Blvd.  
Los Angeles, CA 90008-2723*

*Phone: 310-559-6404*

*E-mail: [aberfield@newheightscharter.org](mailto:aberfield@newheightscharter.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>	New Heights Charter
<b>Street</b>	2202 West Martin Luther King Jr Blvd.
<b>City, State, Zip</b>	Los Angeles, Ca, 90008-2723
<b>Phone Number</b>	310-559-6404
<b>Principal</b>	Amy Berfield, Principal
<b>E-mail Address</b>	<a href="mailto:aberfield@newheightscharter.org">aberfield@newheightscharter.org</a>
<b>Web Site</b>	<a href="http://newheightscharter.org">http://newheightscharter.org</a>
<b>County-District-School (CDS) Code</b>	19647330111211

*Last updated: 12/1/2017*

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

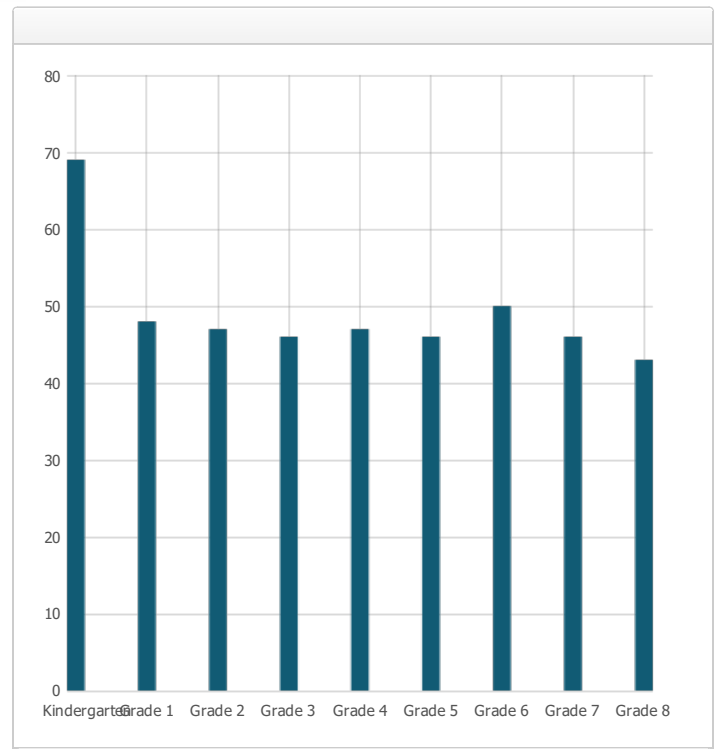
New Heights Charter School prepares urban students to use their minds well and become capable, caring citizens. New Heights opened in September 2006 with students in grades K-3. The school now serves 435 students in grades TK-8 school. New Heights has received WASC accreditation.

New Heights strives to be a personalized and caring learning community, with a rigorous curriculum. New Heights' educational philosophy is based on an understanding of how to support students' intrinsic motivation to learn and how to organize learning to promote understanding.

*Last updated: 12/1/2017*

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	48
Grade 2	47
Grade 3	46
Grade 4	47
Grade 5	46
Grade 6	50
Grade 7	46
Grade 8	43
Total Enrollment	442



Last updated: 12/1/2017

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

Student Group	Percent of Total Enrollment
Black or African American	22.6 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	76.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.2 %
English Learners	34.8 %
Students with Disabilities	11.8 %
Foster Youth	0.5 %

Last updated: 12/1/2017

## A. Conditions of Learning

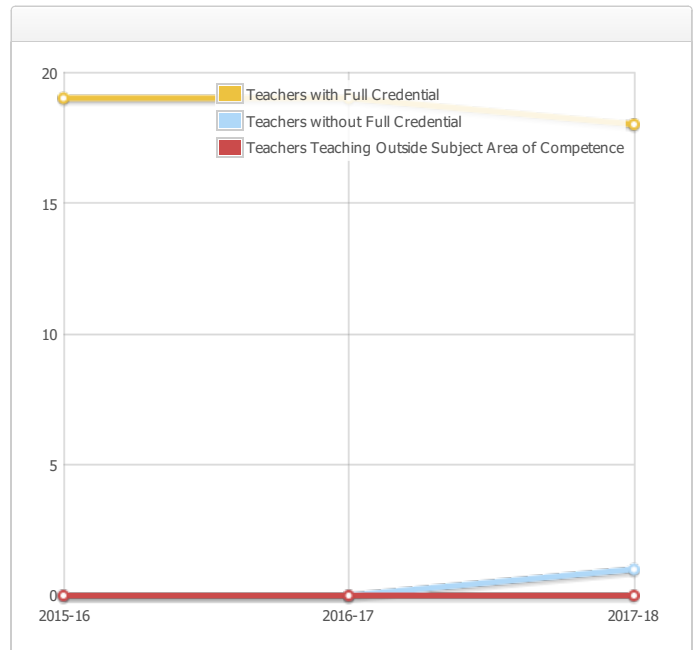
### State Priority: Basic

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

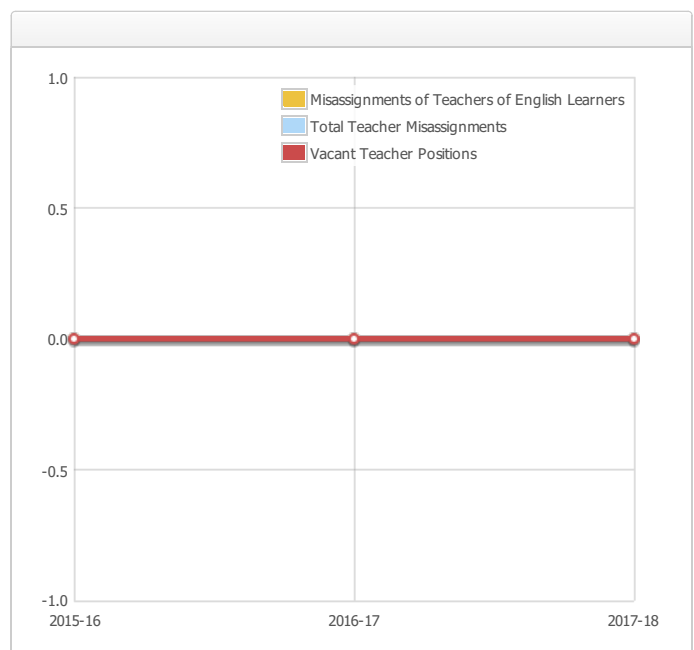
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	19	18	21842
Without Full Credential	0	0	1	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/5/2018

#### 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: 2/5/2018

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

Year and month in which the data were collected: August 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	New Heights Charter School uses Calkins' Reading and Writing Units of Study in all classrooms to support reading and writing workshop. Teachers also have classroom libraries filled with fiction and nonfiction books for students to read at their independent reading level. Teachers also have sets of books for students to use during guided reading and for book clubs. Teachers also use online resources to support students' reading.	No	0.0 %
Mathematics	Teachers use Eureka Math / Common Core Math materials in all classrooms. These materials include Teacher Guides and Student Texts and Workbooks for each student. Students also use online math resources such as Zearn and IXL.	No	0.0 %
Science	Teachers use a variety of resources from Lawrence Hall of Science. Seeds of Science and Roots of Science is used in grades 2-5. Amplify Units are used in grades K, 1, 4-8. GEMS is used in TK	No	0.0 %
History-Social Science	Teachers used Social Studies Alive! and History Alive! for students in grades K-8. Students have access to textbooks and online materials.	No	0.0 %
Foreign Language	N/A		0.0 %
Health	Teachers use FLASH curriculum in grades 6-8 to support students. To support social-emotional development, teachers/counselors use Connected and Respected.	No	0.0 %
Visual and Performing Arts	Teachers have classes in the Visual and Performing Arts, but do not use textbooks. Teachers design their own instructional materials.		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: 2/5/2018

## School Facility Conditions and Planned Improvements

The Lower Campus is located in a relatively new building. The condition of the building is excellent. The Upper Campus is co-located on a LAUSD campus. The building is old, but the district provides maintenance, and completes facility improvements as needed.

*Last updated: 2/5/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Action taken to remove mosquitos in apartment building next to Upper Campus.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 12/1/2017*

## 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)	48%	52%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	35%	49%	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: 12/1/2017*

**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	273	263	96.34%	51.53%
Male	151	145	96.03%	44.44%
Female	122	118	96.72%	60.17%
Black or African American	58	55	94.83%	45.45%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	213	207	97.18%	53.40%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	262	253	96.56%	50.79%
English Learners	136	131	96.32%	48.09%
Students with Disabilities	48	43	89.58%	25.58%
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 (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: 12/1/2017*



**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	273	263	96.34%	48.85%
Male	151	145	96.03%	51.72%
Female	122	118	96.72%	45.30%
Black or African American	58	55	94.83%	38.89%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	213	207	97.18%	51.69%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	262	253	96.56%	48.81%
English Learners	136	131	96.32%	49.62%
Students with Disabilities	48	43	89.58%	30.23%
Students Receiving Migrant Education Services				
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: 12/1/2017*

**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)	33.0%	45.0%	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: 12/1/2017*

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

N/A
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*Last updated: 12/1/2017*

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

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

*Last updated: 12/1/2017*

**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	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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

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: 12/1/2017

## 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)

Parent involvement is valuable to increase the school's understanding of who the student's are, connect student's learning to home culture, and provide an authentic audience for student's work. Parents are kept informed of their child's progress through regular classroom and principal communications. Parents participate in:

School Site Council Meetings

Parent/teacher/student conferences (at least twice a year)

Exhibitions of Student Work (at least once a year)

Family Nights (for topics such as reading, math, social studies, and science)

Bi-monthly morning Tea with the Executive Director or Director of Parent Involvement

School wide Community Nights and Performances

Healthy Families Events

Student field trips

Parent Advisory Teams (as needed)

### State Priority: Pupil Engagement

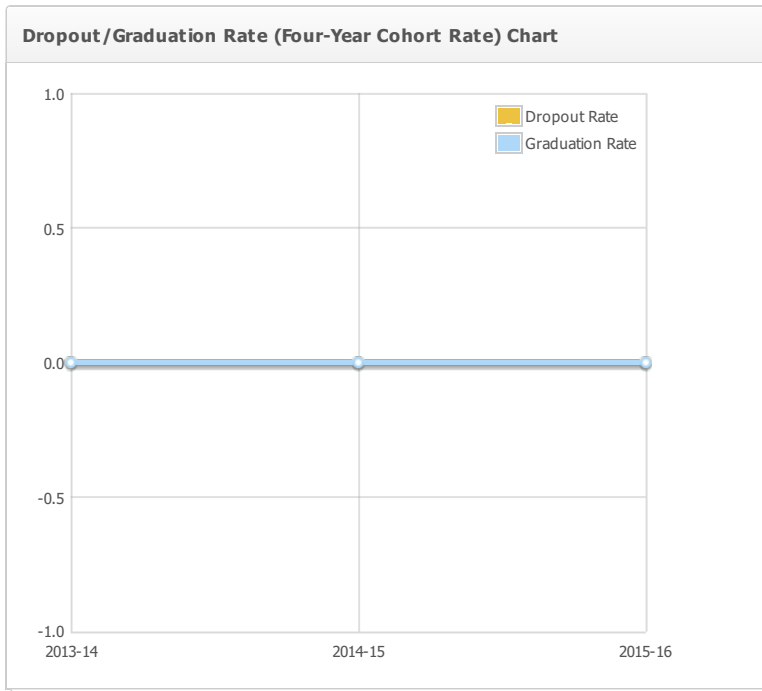
*Last updated: 12/1/2017*

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	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%



*Last updated: 12/1/2017*

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

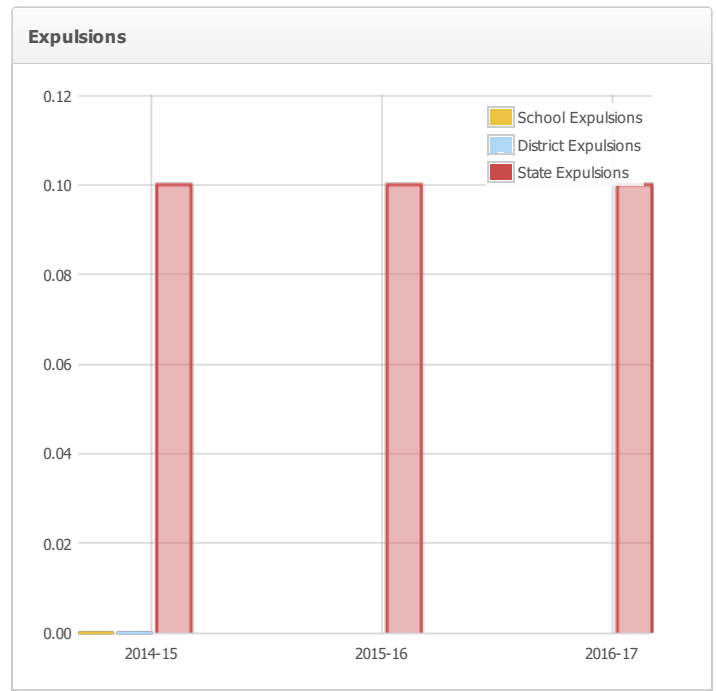
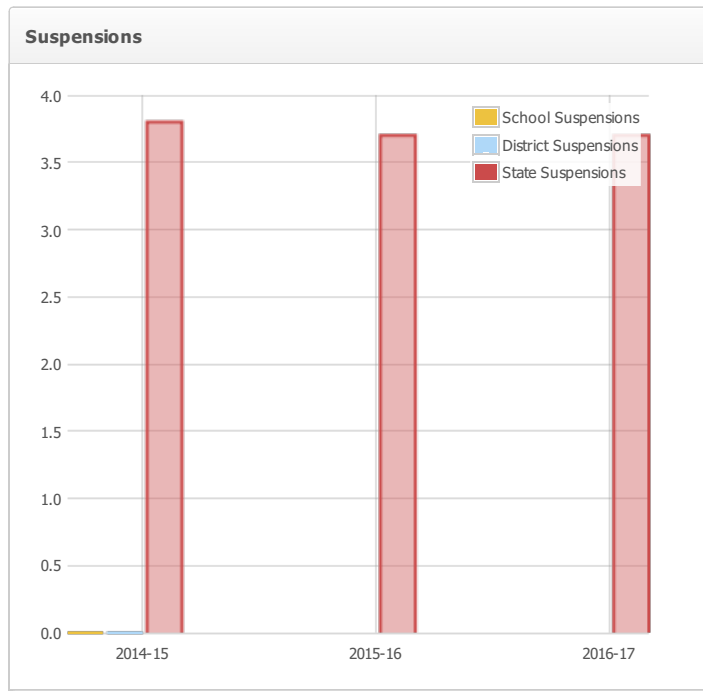
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/1/2017

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

New Heights Charter School has developed a comprehensive school safety plan to address the needs and resources of our school. The safety plan includes an assessment of the current status of school safety, strategies to provide a high level of safety, policies addressing dangerous situations, and procedures for staff. The school safety plan also has policies for maintaining a safe and orderly environment conducive to learning and rules and procedures for student discipline. For the upper campus, the school works collaboratively with its co-location partner, Martin Luther King Elementary School to follow the school safety plan developed by LAUSD.

Last updated: 12/1/2017

## 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	2012-2013	2004-2005
Year in Program Improvement	Year 2	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: 12/1/2017*

### 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	21.0	0	3	0	22.0	0	3	0	23.0	0	3	0
1	23.0	0	2	0	24.0	0	2	0	24.0	0	2	0
2	24.0	0	2	0	23.0	0	2	0	24.0	0	2	0
3	22.0	0	2	0	23.0	0	2	0	23.0	0	2	0
4	27.0	0	2	0	23.0	0	2	0	24.0	0	2	0
5	21.0	0	2	0	24.0	0	2	0	23.0	0	2	0
6	23.0	0	2	0	24.0	0	2	0	25.0	0	2	0
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: 1/1/2018*



**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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	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: 1/1/2018

**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		
Counselor (Social/Behavioral or Career Development)	1.8	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	3.0	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.

Last updated: 12/1/2017

**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	\$11502.6	\$2805.3	\$8697.3	\$58692.4
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-22.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	27.8%	-29.8%

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

Last updated: 2/5/2018

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

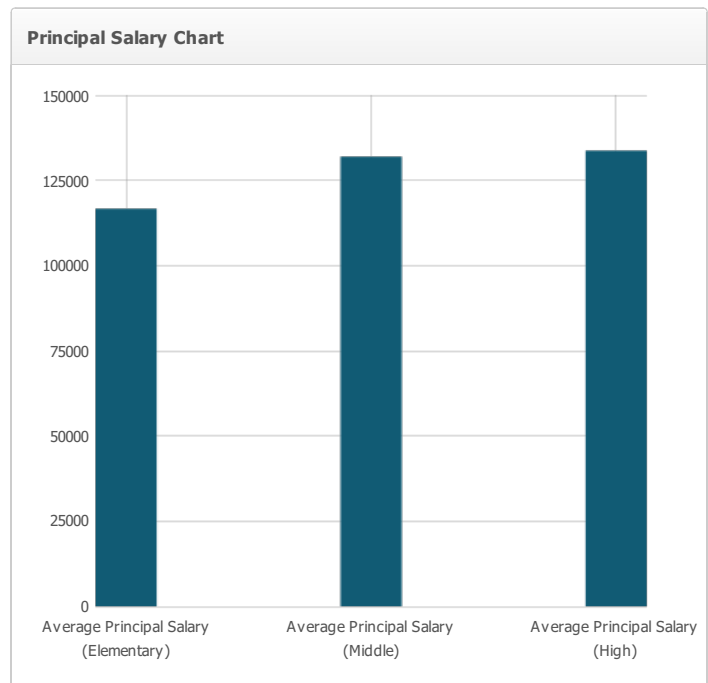
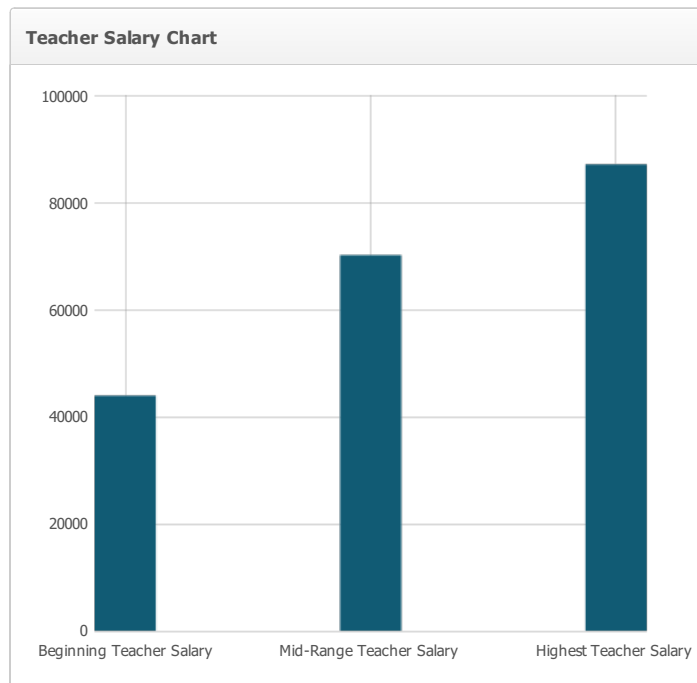
New Heights offers before school and afterschool programs for students. The before school program includes literacy work and breakfast. The afterschool program includes homework help, tutoring, and enrichment activities, such as sports, arts, music and dance. In 2014, 2015, and 2016, New Heights offered SES services (intervention services) for students with low test scores. Students also engage in small group support throughout the school day. During the summer, New Heights runs a 4-week Summer Program to provide academic support to low performing students. In 201718, New Heights continued to offer intervention to students before school, after school and during the day.

*Last updated: 12/1/2017*

## 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/>.



*Last updated: 12/1/2017*

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 12/1/2017*

**Professional Development**

Teachers participate in 15 full days of professional development each year. In addition, teachers participate in professional development for 2 hours each week. Focal areas for professional development for 2016-17: TK-8 analysis of student data to inform instruction in literacy and math, NextGen Science, English Language Development, oral language development, as well as math fluency and problem-solving.

**Professional Development Structures**

Each summer, prior to the start of the school year, all teachers participate in 10 days of professional development to build understanding of research-based curriculum materials, develop community, and focus on school wide goals.

Throughout the school year, teachers continue to engage in a three-hour block of professional development or team planning time every Tuesday during student early release time. These sessions include opportunities for teachers to participate in grade level coaching sessions, whole faculty professional development in content areas or classroom management/social-emotional development, grade band Support Study Team discussions to prepare individual students success plans, and individual and grade level planning.

The school calendar includes 5 pupil-free days during the school year for faculty to engage in professional development in the professional development focus area for the year and data analysis.

Teachers receive job-embedded professional development from the school's Literacy Coaches, Math coaches, and other content experts as needed. The coaches provide demonstration lessons, co-teaching opportunities, planning support, and teaching labs to improve teachers' instruction in reading and writing. The coaches support teachers with math instruction, English Language Learners, science, balanced literacy and classroom management.

*Last updated: 12/1/2017*