

# Farmersville High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Farmersville High School
<b>Street</b>	631 E. Walnut
<b>City, State, Zip</b>	Farmersville, CA, 93223
<b>Phone Number</b>	559-594-4567
<b>Principal</b>	Lisa Whitworth
<b>E-mail Address</b>	lwhitwor@farmersville.k12.ca.us
<b>Web Site</b>	<a href="https://www.farmersville.k12.ca.us/Domain/9">https://www.farmersville.k12.ca.us/Domain/9</a>
<b>CDS Code</b>	54-75325-5430210

<b>District Contact Information</b>	
<b>District Name</b>	Farmerville Unified School District
<b>Phone Number</b>	559-592-2010
<b>Superintendent</b>	Randy DeGraw
<b>E-mail Address</b>	rdegrow@farmersville.k12.ca.us
<b>Web Site</b>	www.farmersville.k12.ca.us

### School Description and Mission Statement (School Year 2018-19)

Farmersville High School, a six-year WASC accredited school, is located on the southeast side of the town of Farmersville. Located in California's San Joaquin Valley, Farmersville is an agriculturally based community of approximately 10,000 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The median household income is approximately \$33,853. Farmersville is a quiet and relatively safe place to live with the violent crime rate being just 5.4 per 1,000 people. The city is small, covering just 1.9 square miles. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events.

During the 2018 - 2019 school year, the school served 688 students in grades nine through twelve, and is the only comprehensive high school in the district of six schools.

The mission of Farmersville High School is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well rounded individuals who achieve and demonstrate our Schoolwide Learner Outcomes (HEART). In partnership with students, parents, staff, and our community, Farmersville High School is committed to:

- **Honest:** Demonstrate great character and civic responsibility.
- **Effective:** Develop the skills necessary to be successful in future educational and career opportunities.
- **Accountable:** Set goals for college and career then organize a plan to achieve the goals.
- **Respectful:** Possess an awareness of cultural values, viewpoints, and belief systems other than your own.
- **Thoughtful:** Problem solver who can work effectively in a group to examine viable options and develop solutions to problems.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	189
<b>Grade 10</b>	164
<b>Grade 11</b>	171
<b>Grade 12</b>	163
<b>Total Enrollment</b>	687

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	0.1
Hispanic or Latino	95.3
Native Hawaiian or Pacific Islander	0.0
White	3.6
Socioeconomically Disadvantaged	86.6
English Learners	22.9
Students with Disabilities	3.2
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	25	29	112
Without Full Credential	0	8	7	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 20, 2018

The school district held a public hearing on August 28, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (StudySync) 2017	Yes	0
Mathematics	Globe Fearon 2003 CPM 2015	Yes	0
Science	Pearson 2013 Prentice Hall 1999 Thompson DelMar 2003	Yes	0
History-Social Science	McDougal Littell 2003 Prentice Hall 2003	Yes	0
Foreign Language	Holt, Rinehart & Winston 2005	Yes	0
Health	Prentice Health 1999	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

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

Farmersville High School facilities were built in 1998. The campus consists of 37 permanent classrooms, a library, two computer labs, a gym, administrative offices, a staff room, two athletic fields, one athletic stadium and a new Career Technical Education building.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 8/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 8/28/2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	34.0	60.0	21.0	23.0	48.0	50.0
Mathematics (grades 3-8 and 11)	4.0	8.0	12.0	12.0	37.0	38.0

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	166	98.22	59.64
Male	81	79	97.53	56.96
Female	88	87	98.86	62.07
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	160	157	98.13	58.60
White	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	59.31
English Learners	50	48	96.00	18.75
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	168	99.41	7.74
Male	81	80	98.77	15
Female	88	88	100	1.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	160	159	99.38	7.55
White	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32	6.85
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Farmersville High School career planning programs prepare students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. It is the goal of FHS to help students understand the importance of Career Technical Education and experience how employees apply career technical and academic learning to work situations.

Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and work-force readiness. FHS students may participate in the schools Regional Occupational Program and Career Technical Education classes. The school addresses the needs of all students in career preparation through the following:

- \* Counseling & Guidance
- \* Supplemental student support services
- \* Professional development for teachers
- \* Community Partnerships
- \* Career Fair
- \* Community Service and training

The following Career/Technical (CTE) program Pathways are offered to all students on site:

- \* Graphic Design and Communication
- \* Residential and Commercial Construction
- \* Agriscience
- \* Horticulture
- \* Law, Justice and Protective Services
- \* Welding

Farmersville High School courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. For more information about Career/Technical Education please contact Daniel Benitez at (559)594-4567.

#### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	126
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.8

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.9	48.1	

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 2018-19)

FHS is committed to providing opportunities for the maximum growth and development of each individual student. This commitment includes the involvement of parents, volunteers, and community partnerships. FHS strives to ensure that each year is a positive and successful experience for students and their families. Opportunities for parents and the community to access our program are facilitated through:

- Student Study Team Meetings
- Parent Education Programs
- SSC meetings
- Athletic events and activities
- Culture Night
- Family Literacy Education Program
- Open House
- Back to School Night
- College Night
- Awards programs; academic and extra-curricular activities
- Classroom, club, and activity volunteers
- Community Service Projects
- 9th grade orientation
- Student handbooks/agendas
- Home visits
- Progress Reports
- Fall and Spring Orientations
- Nurse
- School Resource Officer
- Outreach Consultant
- Academic Performances in the Performing Arts
- Lunch-On-The-Lawn events

For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 594-4567

### 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.7	2.3	1.2	3.3	8.6	6.1	10.7	9.7	9.1
<b>Graduation Rate</b>	96.7	96.6	97.7	95.1	86.7	88.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	97.1	94.3	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	97.0	94.1	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	94.6	91.4	88.6
English Learners	85.7	82.9	56.7
Students with Disabilities	75.0	75.0	67.1
Foster Youth	100.0	100.0	74.1

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.0	6.6	3.1	6.4	6.4	5.1	3.7	3.7	3.5
Expulsions	0.0	0.3	0.0	0.1	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Safety of students and staff is a primary concern of Farmersville High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated every August by the School Safety Committee and School Site Council. All revisions are communicated to both the classified and certificated staff.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before school, during lunch and after school by administration and counseling staff and campus supervisors. There is a Student Resource Officer (SRO) available on site. There is a designated area for student drop off and pick up at the front of the school. All visitors must sign in at the front office.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	3	23	6	25.0	8	27	1	26.0	6	24	1
Mathematics	28.0	5	15	7	24.0	10	18	2	27.0	3	19	2
Science	30.0		10	1	28.0	3	7	5	24.0	8	11	
Social Science	28.0	3	12	5	28.0	2	13	7	28.0	1	19	

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	238
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.16	N/A
Social Worker		N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.16	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	3.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,467	\$2,362	\$7,105	\$68,670
District	N/A	N/A	\$9,136	\$70,130
Percent Difference: School Site and District	N/A	N/A	-25.0	-2.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-0.3	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

- \* Title I
- \* Title II
- \* Title III
- \* CTEIG
- \* Agricultural Incentive Grant
- \* LCAPP
- \* LOTTO

- \* 21st Century
- \* Special Education
- \* Carl D. Perkins

#### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,437	\$45,681
Mid-Range Teacher Salary	\$71,346	\$70,601
Highest Teacher Salary	\$86,158	\$89,337
Average Principal Salary (Elementary)	\$97,743	\$110,053
Average Principal Salary (Middle)	\$100,182	\$115,224
Average Principal Salary (High)	\$109,196	\$124,876
Superintendent Salary	\$132,826	\$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

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	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	15.1

Cells with N/A values do not require data.

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

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

Annually, Farmersville Unified School District utilizes three (3) days for staff development where staff members are offered professional growth opportunities in curriculum development, teaching strategies, and pedagogy. In addition, FUSD has built late start Wednesdays into the calendar to provide opportunities for staff development. As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional Development at the site level includes training on Engagement Strategies, English Learners, Raising Rigor, Common Core, and Checking for Learning. Professional Development is delivered on Late-Start Wednesdays during PLC time, after school professional development meetings, through conference attendance, and through collaboration with an Academic Coach. Teachers are supported during implementation using a variety of approaches including feedback, student performance data, teacher-principal meetings, and through peer support.