

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://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.



### Katy Foster, Program Manager

Principal, Phoenix Academy

#### About Our School

The Marin County Office of Education Alternative Education programs serve Marin County youth in a variety of programs with the goals of ensuring that students have the knowledge, skills and habits of mind necessary for success after graduation. Marin's Community School and Phoenix Academy are day programs that operate in tandem serving ~50 students. Student goals include graduation from middle or high school; recovering credits through a flexible learning schedule; or passing the California High School Proficiency Exam (CHSPE) or the High School Equivalency Test (HSET).

Students are referred to our programs by the county probation department, school attendance review boards, local districts or self-referral. Some of our students stay for a shorter period of time - a semester or less; while others find our small, personalized setting more conducive to their learning and social emotional needs. Across the next few years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Our student are mostly from under served communities, and as a result, they need higher levels of support and resources to enable them to have more opportunities for success.

Our academic programs are based on individual student needs and are designed to support student success in a small, alternative setting while providing a variety of therapeutic, social-emotional, and other services to support their personal growth. Relationships are at the center of our program, and our staff-to-student ratio is approximately 4:1. We also offer multiple avenues for parent engagement, involvement and education. Any parent or family member interested in knowing more about how to participate in their child's educational program should reach out directly to Principal, Katy Foster.

This School Accountability Report Card is posted on the MCOE website: <https://www.marinschools.org/> A printed/paper copy of this information can be obtained from the Marin's Community School staff. Please contact Katy Foster - 415-491-0581 to obtain a copy.

#### Contact

Phoenix Academy  
1111 Las Gallinas Ave  
San Rafael, CA 94903-1843

Phone: 415-491-0581  
E-mail: [kfoster@marinschools.org](mailto:kfoster@marinschools.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Marin County Office of Education
<b>Phone Number</b>	(415) 472-4110
<b>Superintendent</b>	Mary Jane Burke
<b>E-mail Address</b>	<a href="mailto:mjburke@marinschools.org">mjburke@marinschools.org</a>
<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Phoenix Academy
<b>Street</b>	1111 Las Gallinas Ave
<b>City, State, Zip</b>	San Rafael, Ca, 94903-1843
<b>Phone Number</b>	415-491-0581
<b>Principal</b>	Katy Foster, Program Manager
<b>E-mail Address</b>	<a href="mailto:kfoster@marinschools.org">kfoster@marinschools.org</a>
<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>
<b>County-District-School (CDS) Code</b>	21102152130102

Last updated: 12/20/2018

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

Phoenix Academy, in combination with Marin's Community School, is a county day program that serves 7th- through 12th-grade students from around the county, and operates in tandem with Phoenix Academy Charter School, Oracle Independent Study, and Loma Alta/Juvenile Hall. Our mission for our program is to empower each other to follow our passions and lead purposeful lives.

*Our vision: We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.*

Our academic model blends standards-based, integrated, project-based learning with mastery-based grading. Students develop content knowledge, and important academic and social-emotional skills to ensure success in whatever path they choose upon graduation. We engage students through helping them build mastery, autonomy, and purpose in their flexible learning opportunities. The culture of high expectations is supported with a deliberate cultivation of relational restorative practices that allow us to support each individual in his or her academic and social-emotional needs. We work with students and families to develop individual pathways for each and every student to meet their goals.

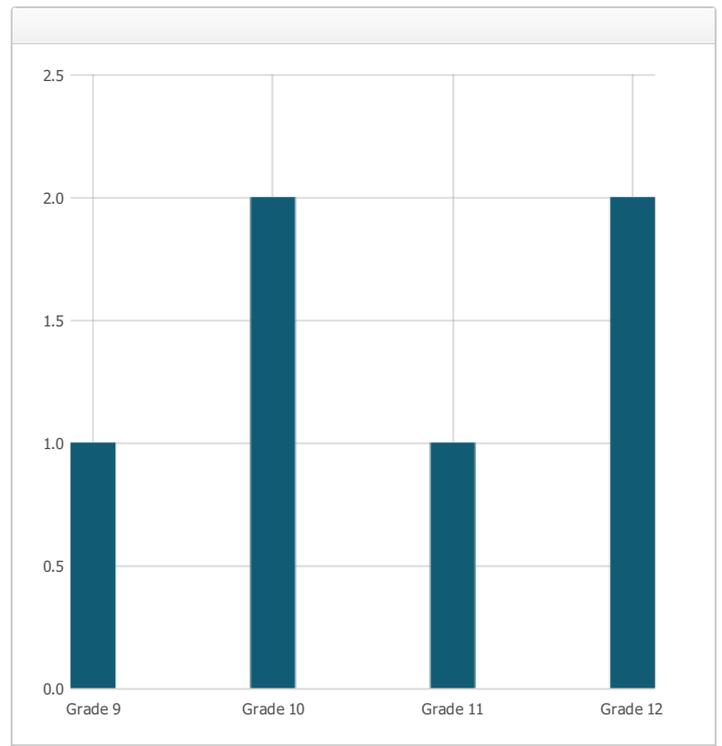
Last updated: 12/20/2018

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

\*Note:

These enrollment numbers are reflective of total/cumulative enrollment across the 2017-18 school year. Actual month to month student enrollment fluctuates. Additionally, due to the nature of the Alternative Education programs, the majority of students may be co-enrolled in one or all of the Alternative Education programs across the school year.

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	1
Grade 12	2
<b>Total Enrollment</b>	<b>6</b>



Last updated: 12/20/2018

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	83.3 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	16.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.3 %
English Learners	16.7 %
Students with Disabilities	%
Foster Youth	%

## A. Conditions of Learning

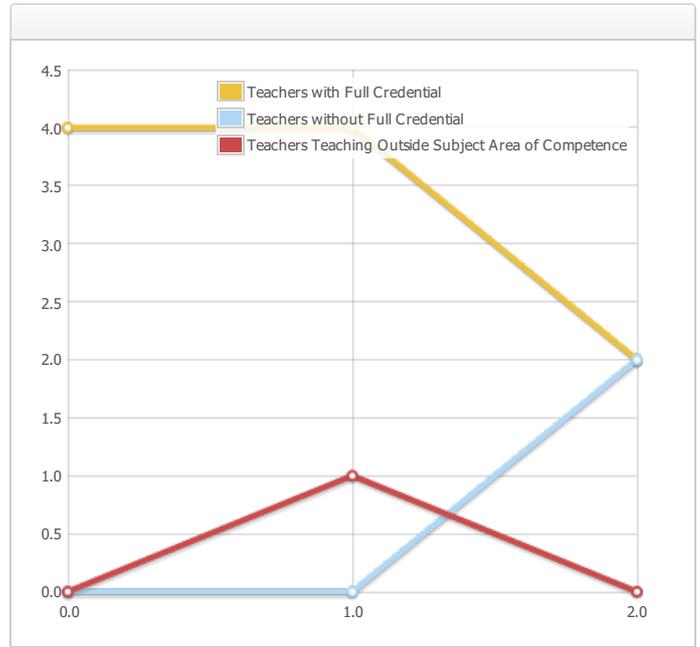
### State Priority: Basic

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

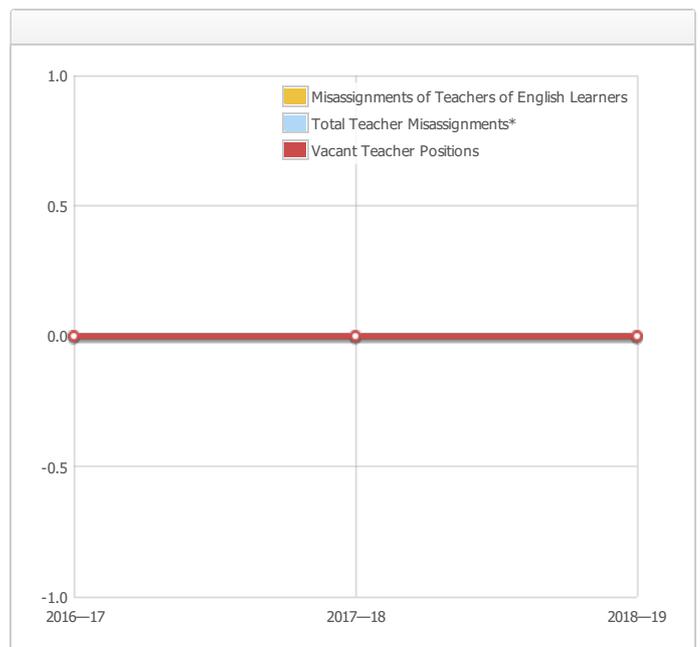
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	4	2	31
Without Full Credential	0	0	2	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 12/18/2018

#### 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.

Last updated: 12/18/2018

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

Marin County Office of Education Alternative Education programs use a variety of materials to ensure that students enrolled in their programs are engaged and learning. This list of materials includes those materials that are State adopted as well as those that supplement and extend the learning for this unique population.

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>• CK-12 Flexbooks, Online</li> <li>• Lightsail Adaptive Reading Platform</li> <li>• Various novels</li> <li>• Teacher created instructional materials</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>• Big Ideas Mathematics</li> <li>• CK-12 Flexbooks, Online</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>• CK-12 Flexbooks, Online</li> <li>• Teacher created instructional materials in line with NGSS</li> </ul> <p>MCOE Alternative Education program staff will be engaging in the review and eventual adoption of science curriculum in line with Next Generation Science Standards in 2019-2020.</p>		0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>• CK-12 Flexbooks, Online</li> <li>• Teacher created materials</li> </ul> <p>MCOE Alternative Education program staff will be engaging in the review and eventual adoption of History Social Science curriculum in 2019-2020.</p>	No	0.0 %
Foreign Language	N/A		0.0 %
Health	<ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Huckleberry Youth presentations</li> </ul>		0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Teacher created instruction</li> </ul>		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: 12/18/2018*

## School Facility Conditions and Planned Improvements

The Marin's Community School campus is a fairly new campus with a 21st Century Learning design. Each of the four rooms have the most up-to-date safety features - opaque window coverings, motion sensor lighting and interior key-lock doors. The campus is furnished with furniture that is kept clean and in good condition though school's staff care and daily maintenance of the site. There is an on-site recreation area with adjacent access to community fields for physical activities.

*Last updated: 12/20/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	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 Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Exemplary
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*Last updated: 12/18/2018*

## 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 Percentage of Students Meeting or Exceeding the State Standard

**Because of the nature of our Alternative Education program, students may participate in any of the programs in a given year. Overall there was a decreased participation rate in the CAASPP test. Additionally, there are very few students at appropriate grade levels to participate in the standardized assessment. No scores can be derived at this time.**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)			9.0%	7.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)			5.0%	8.0%	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.

*Last updated: 12/18/2018*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

*Last updated: 12/18/2018*

## Career Technical Education (CTE) Programs (School Year 2017–18)

Alternative Education students in Marin's Community School and Phoenix Academy programs have access to the Marin County Office of Education School to Career program. Students continue to explore possible career pathways by participating in job shadows, college visits, job fairs and internships that align with identified interests.

*Last updated: 12/18/2018*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Alternative Education students in Marin's Community School programs have access to the Marin County Office of Education School to Career program. In 2017- 2018, students explored possible career pathways. Students participated in job shadows, college visits, job fairs and internships that align with identified interests.

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: 12/18/2018*

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

College-bound students wishing to attend California colleges or universities may take courses that meet the a-g requirements at their home schools or enroll in our online PLATO courses.

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 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

## 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)

Our program and philosophy for education places high value on the involvement of parents, guardians and other student advocates - they are an integral part of the team in support of our students. Our School Site Council, which also serves as our English Learner Advisory and LCAP Parent Advisory are integrated to provide opportunities for parent/guardian leadership and decision making. During our meetings, parents have the opportunity to advise program leaders as well as to bring up important issues affecting the success of our students.

Through strong partnership with community organizations, we offer parent education events bi-monthly. Topics include - how to support academics; understanding adolescent health and decision making; preparing for college and career; and others determined by parent and community needs. We continue to develop our parent leadership by including parents in the organization and planning of these events and empowering them to become more involved in our school. We work closely with our community partners to develop parent education events and to reach out to families.

Finally, we hold frequent parent and support team member meetings with individual students who need a stronger holistic support plan. Parents can contact Katy Foster, Principal or Erin Ashley, Instructional Design Leader at 415-491-0581.

# State Priority: Pupil Engagement

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

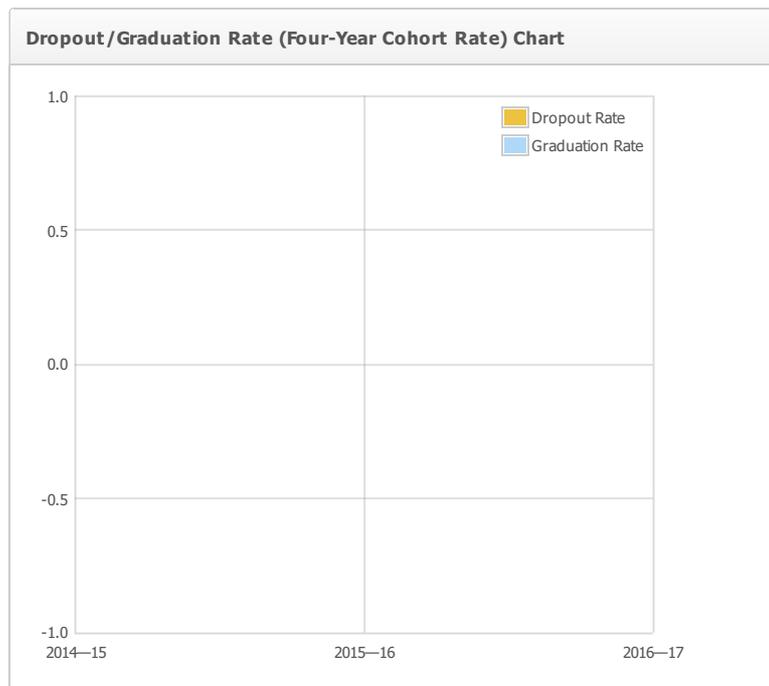
- High school dropout rates; and
- High school graduation rates

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

Please refer to the Marin's Community School School Accountability Report Card for information on school level Dropout and Graduation Rates. Due to the lower number of students at Phoenix Academy, data may not be able to used without compromise to the confidentiality to students.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	48.1%	31.7%	10.7%	9.7%
Graduation Rate	--	--	26.9%	17.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	37.0%	9.1%
Graduation Rate	--	29.6%	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/>.

Last updated: 12/18/2018

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

Note:

Due to the relative size of Phoenix Academy, reliable school data will not derive sufficient numbers to populate this chart. Please refer to Marin's Community School SARC, for an overall assessment of the alternative education student graduation rates.

Moreover, a 4 year cohort rate does not apply to county community schools as we are open entry/open exit and have rarely had students enrolled for four years.

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	80.0%	65.7%	88.7%
Black or African American	100.0%	50.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	75.0%	57.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	0.0%	80.0%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	80.0%	58.3%	88.6%
English Learners	100.0%	33.3%	56.7%
Students with Disabilities	100.0%	15.4%	67.1%
Foster Youth	0.0%	66.7%	74.1%

# State Priority: School Climate

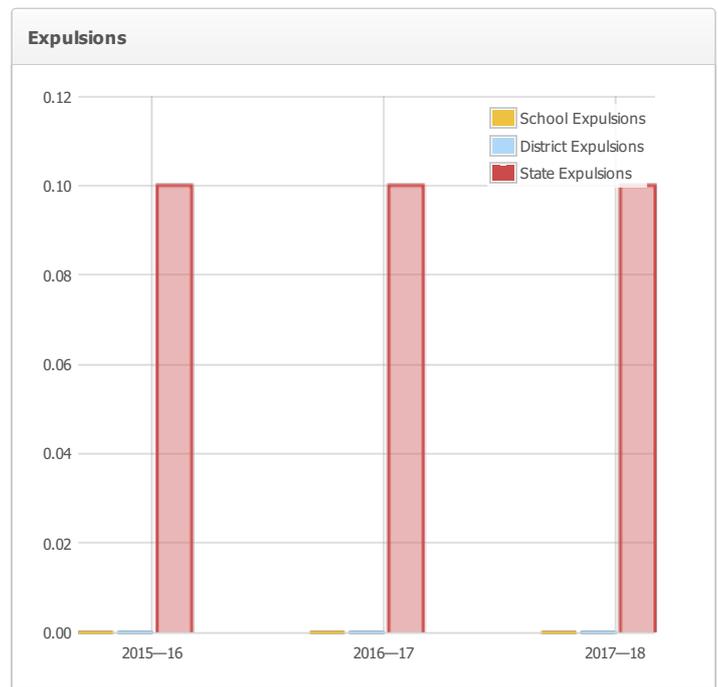
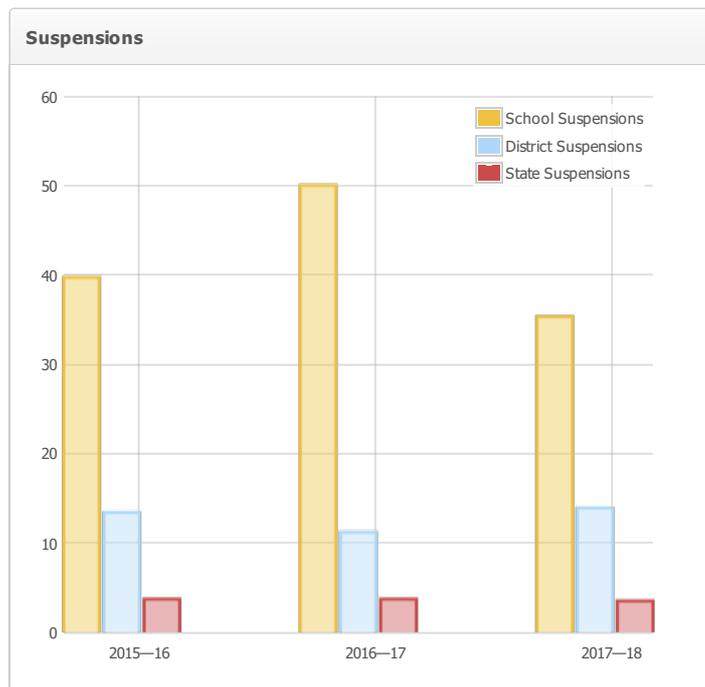
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Please note that the number of suspensions listed are reflective of total enrollment across the year and not a snapshot as indicated on the enrollment page.

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	39.7%	50.0%	35.3%	13.4%	11.2%	13.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/18/2018

## School Safety Plan (School Year 2018—19)

Marin County Office of Education ensures that all program sites are clean, safe and functional. Program meet state requirements for total acreage and square footage per pupil. Marin's Community School is a closed campus. To ensure school safety, campus supervision staff monitor the campus and vicinity before school to ensure that students arrive safely. The Marin COE School Safety Plan was updated in September, 2018.

Last updated: 12/18/2018

## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	1.0	4		
Mathematics	1.0	2		
Science	1.0	2		
Social Science	1.0	3		

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	6		
Mathematics	10.0	4		
Science	7.0	2		
Social Science	7.0	2		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	1.0	5		
Mathematics	2.0	3		
Science	3.0	2		
Social Science	2.0	4		

\* 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: 12/18/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 12/18/2018*

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

Marin's Community School and Phoenix Academy provide Board-approved curriculum to meet each student's abilities and goals. Students become eligible for the program if they are on probation, have been expelled from their school district of residence, or have been referred by the school districts' School Attendance Review Boards for chronic truancy. Students may also receive a wide variety of support services: Mental health counseling, internship opportunities, computer literacy, visual arts supplementary curriculum and special education programming as appropriate.

Please refer to the combined Marin's Community School and Phoenix Academy Local Control and Accountability Plan for more information.

*Last updated: 12/20/2018*

**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	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: 12/18/2018*

**Professional Development**

Marin County Alternative Education programs developed a comprehensive professional development (PD) and continuous professional growth plan based on external research as well as data collected during multiple group and individual meetings with staff, students, parents and community members to determine priorities. We also looked at data regarding student engagement, student achievement, and attendance. We determined that our focus would be intentionally developing student academic mindsets through Culturally Relevant Pedagogy including interest-based project-based learning; a competency grading system based on skills and content knowledge to build a personalized pathway of success for each student; and helping students further develop their social/emotional skills so that they can achieve their goals.

In the summer of 2018, teachers had four weeks of PD over the summer with a focus on integrated, project-based learning; competency-based grading; and social/emotional skill development. The school administrators created the PD with the support of a leadership coach, using Zaretta Hammond's work on Culturally Relevant Pedagogy, in addition to other research.

In addition, teachers will receive 11 days of PD throughout the year while the students are on field expeditions. This PD will focus on larger priorities, but will be planned to address needs as they arise. We will provide support for teachers to plan units and lessons using their new skills and knowledge. Teachers are also encouraged and supported to attend trainings outside of school relevant to their individual goals and content areas.

To support this learning, teachers receive 1:1 coaching from administrators each week around their professional goals tied to school priorities, in addition to PD, colleague collaboration, and coaching in regular, weekly staff meeting time.

All support staff receive one week of training in the summer to build their capacity to help students achieve their goals, and to support teachers, as well as the regular, weekly support and coaching through staff meeting time and individual check ins.

*Last updated: 12/18/2018*