

# Chalone High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Chalone High School
<b>Street</b>	690 Main Street
<b>City, State, Zip</b>	Soledad, CA 93960
<b>Phone Number</b>	831.678.6300
<b>Principal</b>	Jeffrey Lopez
<b>E-mail Address</b>	jlopez@soledad.k12.ca.us
<b>Web Site</b>	<a href="http://www.soledadusd.org">www.soledadusd.org</a>
<b>CDS Code</b>	27754402730216

District Contact Information	
<b>District Name</b>	Soledad Unified School District
<b>Phone Number</b>	831 678-6300
<b>Superintendent</b>	Dr. Rupi Boyd
<b>E-mail Address</b>	rboyd@soledad.k12.ca.us
<b>Web Site</b>	<a href="http://www.soledadusd.org">www.soledadusd.org</a>

**School Description and Mission Statement (Most Recent Year)**

Chalone High School is an independent study alternative to traditional and continuation high schools. It is located at 690 Main Street in Soledad, California and shares a campus with Pinnacles Continuation High School, ROP and Soledad Adult School. Every attempt is made to present courses which are similar in content, academic standards, and rigor to those of our district's comprehensive high school. Chalone offers a program leading to the high school diploma. In addition, students have an opportunity to work while continuing their education. It also serves as a transition school for others forms of education such as G.E.D. preparation, attendance at a technical school, community college or university. Other students may go directly into the world of work. The program serves students in grades 9-adult.

Chalone's mission is to provide an alternative educational option for students to acquire knowledge and skills in a safe, disciplined and supportive environment and to develop responsibility for their lives and achieve success through education. The school also seeks to: 1) provide opportunities to correct academic deficiencies; 2) provide evidence of improved attitude and behavior; 3) encourage career options; and 4) provide an alternative educational schedule. Our goal is to keep students in school and to assist them to graduate. Credit requirements to earn a diploma are aligned with district graduation requirements.

**Student Enrollment by Grade Level (School Year 2013-14)**

Grade Level	Number of Students
Grade 9	2
Grade 10	3
Grade 11	14
Grade 12	44
Total Enrollment	63

**Student Enrollment by Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	93.7
Native Hawaiian or Pacific Islander	0.0
White	4.8
Two or More Races	0.0
Socioeconomically Disadvantaged	88.9
English Learners	39.7
Students with Disabilities	12.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
<b>With Full Credential</b>	2	2	2	185
<b>Without Full Credential</b>	0	0	0	16
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	84.21	15.79
<b>All Schools in District</b>	96.59	3.41
<b>High-Poverty Schools in District</b>	96.59	3.41
<b>Low-Poverty Schools in District</b>	0.00	0.00

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 (School Year 2014-15)

Year and month in which data were collected: August 2014

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
<b>Foreign Language</b>	On-Going -Students who need Foreign Language classes are enrolled as concurrent students in the local Hartnell College foreign language classes.	Yes	0
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by verification from Aeries Database/Office. All textbooks are state-adopted and aligned with Soledad High School.	Yes	0
<b>Visual and Performing Arts</b>	Teachers assign art credits for specific art projects and students can create their own projects through their choice of mediums such as painting, poetry, songs, arts and crafts and silk painting.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.	Yes	0

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

Chalone High School was moved to a new facility in January, 1995. It consists of two joined classrooms and an office. A basketball/volleyball court is adjacent to the classrooms for use in physical education classes. On the same site is an adult education classroom, two Pinnacles High School classrooms, a Special Education classroom, the Work Experience program and an ROP classroom. Two student restrooms and one staff restroom are in good working condition.

The facility is clean. The students take pride in the building as is evidenced by the lack of graffiti in and around the facility. Chalone High School is a safe school. The school has maintained a good working relationship with the police department in Soledad and their response to any emergency is immediate.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure sufficient service and that emergency repairs are given the highest priority. Custodial staff is assigned to clean the school daily and any concerns are addressed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

The school buildings, grounds and restrooms are well maintained and fully functional. In Summer, 2005 the entire school was painted and installations were new linoleum in the staff bathroom, new carpets in Rooms 5 and 6 and a new phone system. In Summer, 2006 three new benches were added to the student outside eating area. In Fall, 2007 an outside wall was repaired by the girl's bathroom. In Winter, 2007 the school's roof was re-tarred to protect classrooms from leaks during the rains. In Fall, 2008 we purchased a shade structure to shelter students in the outside eating area. In Summer, 2009 a Promethean interactive white board was installed in one classroom.

The district has been researching the purchase of land and other options to expand the school site, as an increase in classroom and office space is needed.

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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month in which data were collected: November 18, 2014</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	None
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	None
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Drinking fountain - not working. Repaired on December 29, 2014. Girls RR - Ceiling tiles broken. Replaced broken tiles on December 29, 2014.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	None
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	None

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

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>				50	52	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	49
<b>All Student at the School</b>	
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	4	4	5	38	42	43	54	56	55
Mathematics				40	44	45	49	50	50
History-Social Science	4	0	7	28	30	34	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	B		
Similar Schools	B		

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-81		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Career Technical Education Programs (School Year 2013-14)**

CTE courses offered through the school include: ROP Office Careers, ROP Certified Nursing Assistant, ROP Vocational Nursing, ROP Medical Assisting, ROP Dental Assistant and ROP Pharmacy Technician. Additionally students are routed to CTE classes offered at Soledad High School (next door ) which include: ROP Floristry, ROP Veterinary Science, ROP Restaurant Mangement I and II and ROP Small Business Ownership (Virtual Ent.). Classes are part of a comprehensive effort to sequence students through to a capstone effort.

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% 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	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	68.10
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

**State Priority: Other Pupil Outcomes**

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

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

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts									
Mathematics									

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 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55	24	22	49	36	16
All Students at the School	0	0	0	0	0	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 2013-14)**

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

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 Parental Involvement State Priority (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)

A parent /guardian must attend the initial enrollment conference at the school with their student. School Site Council meetings are held quarterly. An English Language Advisory Council (ELAC) is also held quarterly. Parents/Guardians are encouraged to request appointments with the counselor. Academic progress is shared through conferences, open houses by phone call and by mail. Student Study Team meetings are held by request of staff or parents/guardians. All parents are invited and encouraged to attend by formal written invitations and phone calls. Parents/Guardians are encouraged to visit the school and to become involved in all activities. Teachers send out mid-quarter progress reports. When students are falling behind, parents/guardians are asked to participate in a meeting with the counselor or principal to develop an academic improvement plan. All parents/guardians are encouraged to either call or email his or her child's teacher whenever they would like a progress report. Our community outreach advisor also makes home visits to check up on students and to assist families with information and referral to social service agencies. For more information on how you can be involved in Chalone High School, contact Denise Estrella at (831)678-6300.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	8.4	9.7	6.5	8.4	9.7	6.5	14.7	13.1	11.4
Graduation Rate	85.39	79.22	83.99	85.39	79.22	83.99	77.14	78.87	80.44

#### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	48.28	78.16	84.56
Black or African American	0.00	50.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	75.00	92.94
Filipino	0.00	83.33	92.20
Hispanic or Latino	46.43	78.40	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	0.00	80.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	48.00	78.64	82.58
English Learners	7.69	58.54	53.68
Students with Disabilities	0.00	80.77	60.31

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.9	1.0	0.0	10.1	7.4	3.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

Schools have developed comprehensive safety plans that meet state requirements. The plans include procedures for handling disasters, safe entry and exit of students, serious disciplinary problems, sexual harassment, child abuse reporting and school dress codes. Schools have revised, as an on-going process, their comprehensive safety plans, to meet state requirements. Staff is provided on-going training and information about current health or safety threats and revised emergency procedures as necessary. Parents/guardians are sent updated information on how to plan and prepare for an emergency and are invited to training and workshops related to disaster preparedness and safety. The administration conducts monthly school walk-throughs to look for and to mitigate safety hazards and to resolve repair issues.

## 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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12				2012-13				2013-14			
	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					6	8			11	8		
Mathematics					6	8			9	7	1	
Science					3	5			7	4		
Social Science					5	8			8	10		

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.25	20
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.125	---
Library Media Services Staff (Paraprofessional)	0.69	---
Psychologist	0.33	---
Social Worker		---
Nurse	0.125	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0.33	---
Other	0.25	---

Note: Cells with "----" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				
District	---	---		
Percent Difference: School Site and District	---	---		
State	---	---		
Percent Difference: School Site and State	---	---	N/A	

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

The district's general fund includes monies for:

1. General operations—services, materials and support for general education
2. Special Education—programs offering appropriate, individualized education to students with special needs
3. Gifted and talented education—specialized learning assistance for students with high ability, achievement or potential
4. Special projects—monies from federal, state and local agencies for specific services
5. Transportation
6. Maintenance and operation
7. District administration

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,047	\$38,920
Mid-Range Teacher Salary	\$62,366	\$59,803
Highest Teacher Salary	\$90,568	\$78,096
Average Principal Salary (Elementary)	\$91,008	\$95,836
Average Principal Salary (Middle)	\$99,965	\$99,849
Average Principal Salary (High)	\$101,579	\$107,599
Superintendent Salary	\$130,000	\$151,912
Percent of Budget for Teacher Salaries	39	37
Percent of Budget for Administrative Salaries	5	6

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 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

**Professional Development**

Staff development is provided on four district-wide buy-back days. Content is consistent with the district intervention plan. Teachers are setting higher expectations and outcomes. Professional development focuses upon the transition to the Common Core State Standards. Teachers participate in writing performance assessment focused upon student writing in response to literature. Friendly collaboration with all staff is a definite advantage at our school site to ensure the success of all our pupils. On-going staff development is furthered through monthly staff meetings and occasional release days which address the ongoing training in the DataWorks model of Explicit Direct Instruction.