

Rose Ferrero Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Rose Ferrero Elementary School
Street	400 Entrada Drive
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6480
Principal	Tommy Frank
E-mail Address	tfrank@soledad.k12.ca.us
Web Site	www.rose.soledadusd.org
CDS Code	27-75440-6118756

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Jorge Z. Guzman
E-mail Address	jzguzman@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (School Year 2016-17)

Vision for Rose Ferrero Elementary School: School of Excellence, we will provide a safe environment where all students can and will achieve academic success and develop into citizens who contribute positively to our global community.

Rose Ferrero Elementary School will achieve this vision by:

- * implementing Common Core State Standards with a focus on English Language Arts and Math;
- * focusing on Systematic Quality Instruction, including: increasing text complexity leading high-level, text based discussions; focusing on process, not just content; creating assignments for real audiences and with real purpose; and teaching argument, not persuasion;
- * assessing students using benchmark assessments (CPAA K-2, and MAP 3-6) to determine progress on CCSS;
- * using Positive Behavioral Interventions & Supports (PBIS) to provide a safe, nurturing, creative and inspiring learning environment.
- * following district instructional leadership.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	90
Grade 1	48
Grade 2	73
Grade 3	72
Grade 4	77
Grade 5	77
Grade 6	80
Total Enrollment	517

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	0.6
Filipino	1
Hispanic or Latino	95
Native Hawaiian or Pacific Islander	0.2
White	2.5
Two or More Races	0
Socioeconomically Disadvantaged	71.6
English Learners	45.3
Students with Disabilities	9.9
Foster Youth	0.8

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	23	21	185
Without Full Credential	2	0	2	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.5	9.5
All Schools in District	78.1	21.9
High-Poverty Schools in District	78.1	21.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: June 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - Houghton Mifflin Harcourt California Journeys Edition with ELD for grades K-5 in English. 6th Grade has Houghton Mifflin Harcourt California Collections with ELD in English. ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in June 2016. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2015 - Houghton Mifflin California Go Math (grades K-5 in English). 2016- 6th Grade has Houghton Mifflin California Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2016. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	Yes	0%
Science	2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in June 2016. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in June 2016. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language	NA		N/A
Health	NA		N/A
Science Laboratory Equipment (grades 9-12)	NA		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Rose Ferrero is a beautiful, fully landscaped school with twenty-six classrooms, two computer labs, a two thousand square foot library, a multi-use room fully equipped with a stage and prop room, two conference rooms, a counselor's office and a librarian's office, plus 2 portables. The playground is equipped with three handball walls, five basketball courts, swings, six tetherball stations, climb on equipment with slides, hanging bars, a soccer field, and a kick ball field. Rose Ferrero Elementary School's facilities are colorful and clean such that our students and staff take pride in their school. All restrooms are in working order. The campus is secured during the school day and is accessible only by first going through the front office.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 07/20/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies
Interior: Interior Surfaces	X			No deficiencies
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No deficiencies
Electrical: Electrical	X			No deficiencies
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No deficiencies
Safety: Fire Safety, Hazardous Materials	X			No deficiencies
Structural: Structural Damage, Roofs	X			No deficiencies
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No deficiencies

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/20/16				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	18	34	28	32	44	48
Mathematics	13	21	19	20	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	72	98.6	19.4
	4	75	75	100.0	30.7
	5	80	79	98.8	40.5
	6	79	78	98.7	44.9
Male	3	30	29	96.7	13.8
	4	43	43	100.0	30.2
	5	42	42	100.0	40.5
	6	46	46	100.0	37.0
Female	3	43	43	100.0	23.3
	4	32	32	100.0	31.3
	5	38	37	97.4	40.5
	6	33	32	97.0	56.3
Hispanic or Latino	3	72	71	98.6	19.7
	4	73	73	100.0	28.8
	5	77	76	98.7	39.5
	6	74	73	98.7	43.8
Socioeconomically Disadvantaged	3	67	66	98.5	19.7
	4	69	69	100.0	26.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	70	69	98.6	36.2
	6	68	68	100.0	41.2
English Learners	3	31	31	100.0	6.5
	4	40	40	100.0	12.5
	5	34	33	97.1	18.2
	6	23	23	100.0	13.0
Students with Disabilities	4	12	12	100.0	8.3
	5	12	11	91.7	9.1
	6	13	13	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	72	98.6	20.8
	4	75	75	100.0	22.7
	5	80	79	98.8	22.8
	6	79	78	98.7	17.9
Male	3	30	29	96.7	24.1
	4	43	43	100.0	20.9
	5	42	42	100.0	21.4
	6	46	46	100.0	15.2
Female	3	43	43	100.0	18.6
	4	32	32	100.0	25.0
	5	38	37	97.4	24.3
	6	33	32	97.0	21.9
Hispanic or Latino	3	72	71	98.6	21.1
	4	73	73	100.0	20.6
	5	77	76	98.7	22.4
	6	74	73	98.7	17.8
Socioeconomically Disadvantaged	3	67	66	98.5	21.2
	4	69	69	100.0	17.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	70	69	98.6	17.4
	6	68	68	100.0	13.2
English Learners	3	31	31	100.0	
	4	40	40	100.0	7.5
	5	34	33	97.1	3.0
	6	23	23	100.0	
Students with Disabilities	4	12	12	100.0	8.3
	5	12	11	91.7	9.1
	6	13	13	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	11	24	33	48	41	32	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	80	80	100.0	32.5
Male	42	42	100.0	35.7
Female	38	38	100.0	29.0
Hispanic or Latino	77	77	100.0	31.2
Socioeconomically Disadvantaged	70	70	100.0	28.6
English Learners	34	34	100.0	8.8
Students with Disabilities	12	12	100.0	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.7	26.3	14.5

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 (School Year 2016-17)

Parents have many opportunities for involvement in the school. They include but are not limited to the following:

School Site Council: SSC includes faculty, parents, staff, and principal who meet regularly to create and/or revise the School Plan for Student Achievement; This is done with the input and assistance from all stakeholders and groups. During the writing or revising of the SPSA, the Council reviews data, programs, schedules, professional development, policies, and implementation of the current plan. English Learner Advisory Committee: ELAC includes parents of English learners, community members, and staff; This committee meets to advise the administration on services provided to students learning English; a second language. This committee also reviews the SPSA and offers advice regarding the plan to the School Site Council.

"Back To School" Night ND TITLE I MEETING: Parents are invited to visit their child's class to learn about the standards and curriculum that will be taught throughout the year. Parents are given a copy of their child's fall assessment results and are informed about the many ways they can help their child to meet grade level benchmarks.

Parent-Teacher Conferences: Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's teachers to review grades and collaborate together as a team how they can best help the child meet grade level standards. Student Success Team: SST meetings are held to provide an opportunity for information gathering and intervention for students who are at-risk. Parents, students, respective teachers, counseling and administrative staff come together to review each case individually and form an action plan for student success.

Individual Education Planning: IEPs are held on behalf of Special Education Students to review current performance and set new learning goals. In addition to parents: the student, their teacher, their Special Education service provider, and an administrator attend each meeting.

Parent CLUB: All parents are invited to volunteer and give support in a variety of school activities including our extra-curricular student programs. Parents come together to raise funds for field trips, equipment, and plan other ways to enrich the educational experience. Parent Volunteers are invited to volunteer their help and expertise by working in their child's classroom, the office, library, cafeteria, and/or computer lab. Volunteers are appreciated every day and are recognized once a year at a special event held in their honor and attended by all Rose Ferrero Staff.

Parent Education: These topics may include, but are not limited to the following: - gang awareness - parenting classes - health and nutrition - educational support.

Migrant PAC: Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students.

Award and Recognition Assemblies: Parents are invited to attend all student recognition assemblies throughout the year. Several students from each class are recognized for a variety of accomplishments and effort. Many parents attend our monthly Award and Recognition Assembly.

Information about any of our parent activities and trainings are provided in a WEEKLY Bobcat Bulletin that has news and parent education, provided every Tuesday in English and Spanish..

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.2	1.2	1.4	3.8	3.2	3.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Rose Ferrero Elementary School's Comprehensive School Safety Plan is reviewed and annually updated under the direction of our School Site Council. The components of our plan include: Status of School Crime, Child Abuse Reporting, Crisis Response, Emergency Preparedness, Suspension and Expulsion, Dangerous Pupil Policy, Sexual Harassment Policy, Dress Code, Safe Ingress/Egress, Safe and Orderly Environment, School Discipline, Suspicious Parcels, and the County Terrorism Matrix. The plan meets or exceeds all of the requirements of Senate Bill 187. This plan is reviewed annually with all staff and on-going safety awareness is of the highest priority. We survey our parents and students annually in order to be aware of safety concerns. The most recent Comprehensive Safety Plan was approved by the School Site Council on Nov. 8, 2016. Furthermore, our Board of Trustees reviews and approves our Comprehensive School Safety Plan annually. The current plan was approved by the Board of Trustees on Dec. 14, 2016.

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		5		24		4		24		4	
1	28		3		20	2	2		20	2	2	
2	27		3		24		3		24		3	
3	27		3		25		3		25		3	
4	36			2	28		3		28		3	
5	34			2	26		3		26		3	
6	32		1	1	30		2		30		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/NA
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.10	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,878.00	\$676.00	\$5,202.00	\$65,000
District	N/A	N/A	\$9,536.00	\$65,900
Percent Difference: School Site and District	N/A	N/A	-45.4	-1.4
State	N/A	N/A	\$9,794.00	\$74,090
Percent Difference: School Site and State	N/A	N/A	-46.9	87631.1

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

Types of Services Funded (Fiscal Year 2015-16)

Our services include a resource specialist program and speech and language services. Some students who qualify in the area of learning, speech, or language who are serviced through a full inclusion and pull-out model. This model allows the student to receive services according to their IEP while remaining in their regular education classroom and having full access to grade level standards.

Funds are used to purchase supplemental materials and to provide additional support for students who are under-performing in reading, language, or math as measured by district-selected assessments.

Our Migrant Program instructional assistant serves migrant students in need of additional services.

These funds are used to purchase instructional materials relating to tobacco-use prevention.

These funds are used to purchase supplemental materials and assistance for our students who are under-performing and from a low socio-economic background.

These funds are used to purchase library materials used by the entire school community.

These funds also provide materials for these programs as well as for parent trainings and staff professional development.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,604	\$42,063
Mid-Range Teacher Salary	\$66,158	\$64,823
Highest Teacher Salary	\$96,075	\$84,821
Average Principal Salary (Elementary)	\$99,790	\$101,849
Average Principal Salary (Middle)	\$96,020	\$107,678
Average Principal Salary (High)	\$125,049	\$115,589
Superintendent Salary	\$180,000	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Rose Ferrero staff members are provided with a variety of professional development opportunities. The staff development plan is created with the input of staff, the School Site Council, and is based on the needs of our staff as determined by on-going data analysis. Staff development occurs on 6 full training days, on early release Wednesdays, and at Tuesday Staff Meetings. Rose Ferrero is following the Professional Learning Communities model of collaboration. Each group focuses on student learning in general and specifically during their daily 40 minute intervention time. Working together, the faculty answers the question of what is to be done when students don't learn. Each new teacher receives assistance and support from a mentor teacher who has been trained through the BTSA Program.