

# Oak Tree Community Day School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Oak Tree Community Day School
<b>Street</b>	38136 35th Street East
<b>City, State, Zip</b>	Palmdale, CA 93550
<b>Phone Number</b>	(661) 285-1548
<b>Principal</b>	Timothy F. Howell
<b>E-mail Address</b>	tffhowell@palmdalesd.org
<b>Web Site</b>	
<b>Grades Served</b>	K-8
<b>CDS Code</b>	19648570116558

District Contact Information	
District Name	Palmdale Elementary
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

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

#### Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

#### Oak Tree CDS Mission Statement:

Our mission is to systemically implement a Professional Learning Community and create an environment of learning where students feel valued and respected. Oak Tree nourishes safety, responsibility, and respectful behavior in all of our students. A learning environment that builds a collaborative culture and character that will help students acquire both the academic and social skills that are results oriented necessary to be successful in an ever-changing society.

#### Oak Tree CDS Vision Statement:

Our mission is to be a school where learning is expected and achieved through increased collaboration and Professional Learning Communities.

#### Oak Tree CDS Value Statement:

As professionals, we value student achievement, parental support, as we provide a safe and attractive learning environment.

#### Oak Tree CDS Goal Statement:

Behavior and academic improvement will be the result of consistent instruction and data analysis.

#### Oak Tree CDS Priority Statement:

We will maintain a focus on student learning and behavioral growth.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 2	2
Grade 3	1
Grade 4	2
Grade 5	4
Grade 6	5
Grade 7	9
Grade 8	29
<b>Total Enrollment</b>	<b>52</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	51.9
Asian	1.9
Hispanic or Latino	40.4
White	5.8
Socioeconomically Disadvantaged	98.1
English Learners	21.2
Students with Disabilities	34.6
Foster Youth	7.7

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	7	9	664
Without Full Credential	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	57.1	42.9
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
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 2015-16)**

**Year and month in which data were collected:** September 2015

All students are provided with appropriate textbooks in each curriculum area.

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>	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
<b>Mathematics</b>	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
<b>History-Social Science</b>	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
<b>Foreign Language</b>	7-8: Pearson Learning 2011	Yes	0

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

- Oak Tree Learning Center is located on the corner of Avenue S and 37th Street East in Palmdale.
- Oak Tree has eight portable classrooms, a multi-purpose room, a computer lab, a staff lounge, and a library. Each classroom has a phone, TV, VCR, and computers that are connected to the district's local area network. Exercise facilities consisting of basketball courts and handball courts are available to students during physical education class and lunch recess.
- The Oak Tree staff members work together to provide a safe, secure, and clean environment for students to learn. All entrances to the school with the exception of the front office remain locked during school hours. Supervisory staff are clearly identified and all visitors must check in with the office. The custodial staff performs cleaning operations in each classroom and other school facilities on a daily basis. Teachers and support staff assist these efforts by requiring students to take responsibility for the cleanliness of their campus.
- The phone system allows staff to contact other rooms on campus as well as providing access to outside phone lines. When staff members are unavailable to take calls, parents can leave messages with office personnel.
- The entire staff participates in disaster training that prepares them to handle emergency care in the event of earthquakes and other such disasters. The School has an organized disaster plan and necessary supplies.
- We take pride in keeping our school grounds and buildings clean on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the custodial staff. Our staff monitors the restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in working order.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	4	30	44
<b>Mathematics</b>	0	19	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	3	3	100.0	--	--	--	--
	4	6	6	100.0	--	--	--	--
	5	5	4	80.0	--	--	--	--
	6	12	9	75.0	--	--	--	--
	7	12	11	91.7	73	0	9	0
	8	19	15	78.9	67	27	7	0
<b>Male</b>	3		3	100.0	--	--	--	--
	4		6	100.0	--	--	--	--
	5		4	80.0	--	--	--	--
	6		8	66.7	--	--	--	--
	7		11	91.7	73	0	9	0
	8		13	68.4	77	15	8	0
<b>Female</b>	6		1	8.3	--	--	--	--
	8		2	10.5	--	--	--	--
<b>Black or African American</b>	3		1	33.3	--	--	--	--
	4		3	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		5	41.7	--	--	--	--
	7		2	16.7	--	--	--	--
	8		7	36.8	--	--	--	--
<b>Hispanic or Latino</b>	3		2	66.7	--	--	--	--
	4		2	33.3	--	--	--	--
	5		1	20.0	--	--	--	--
	6		3	25.0	--	--	--	--
	7		8	66.7	--	--	--	--
	8		5	26.3	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	8		2	10.5	--	--	--	--
<b>White</b>	4		1	16.7	--	--	--	--
	6		1	8.3	--	--	--	--
	7		1	8.3	--	--	--	--
	8		1	5.3	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		1	33.3	--	--	--	--
	4		6	100.0	--	--	--	--
	5		2	40.0	--	--	--	--
	6		7	58.3	--	--	--	--
	7		9	75.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		11	57.9	73	27	0	0
English Learners	4		2	33.3	--	--	--	--
	6		1	8.3	--	--	--	--
	7		2	16.7	--	--	--	--
	8		4	21.1	--	--	--	--
Students with Disabilities	5		1	20.0	--	--	--	--
	6		1	8.3	--	--	--	--
	7		1	8.3	--	--	--	--
	8		3	15.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	3	3	100.0	--	--	--	--
	4	6	6	100.0	--	--	--	--
	5	5	5	100.0	--	--	--	--
	6	12	11	91.7	91	0	0	0
	7	12	7	58.3	--	--	--	--
	8	19	16	84.2	100	0	0	0
Male	3		3	100.0	--	--	--	--
	4		6	100.0	--	--	--	--
	5		5	100.0	--	--	--	--
	6		10	83.3	--	--	--	--
	7		7	58.3	--	--	--	--
	8		14	73.7	100	0	0	0
Female	6		1	8.3	--	--	--	--
	8		2	10.5	--	--	--	--
Black or African American	3		1	33.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		3	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		5	41.7	--	--	--	--
	7		1	8.3	--	--	--	--
	8		8	42.1	--	--	--	--
Hispanic or Latino	3		2	66.7	--	--	--	--
	4		2	33.3	--	--	--	--
	5		2	40.0	--	--	--	--
	6		5	41.7	--	--	--	--
	7		5	41.7	--	--	--	--
	8		6	31.6	--	--	--	--
Native Hawaiian or Pacific Islander	8		2	10.5	--	--	--	--
White	4		1	16.7	--	--	--	--
	6		1	8.3	--	--	--	--
	7		1	8.3	--	--	--	--
Socioeconomically Disadvantaged	3		1	33.3	--	--	--	--
	4		6	100.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		8	66.7	--	--	--	--
	7		5	41.7	--	--	--	--
	8		13	68.4	100	0	0	0
English Learners	4		2	33.3	--	--	--	--
	5		1	20.0	--	--	--	--
	6		2	16.7	--	--	--	--
	7		1	8.3	--	--	--	--
	8		4	21.1	--	--	--	--
Students with Disabilities	5		1	20.0	--	--	--	--
	6		1	8.3	--	--	--	--
	7		1	8.3	--	--	--	--
	8		4	21.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	5	11	0	48	48	49	59	60	56

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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	0
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

**California Physical Fitness Test Results (School Year 2014-15)**

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

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

**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)**

Parents and students attend an intake meeting with the site administrator prior to the student attending class to discuss behavior concerns and the students academic placement and status. Student Study Team meetings and IEP' s are conducted as needed to ensure that all services are meeting specific needs of all students. Near the end of each students' Oak Tree assignment, the parent, the student, classroom teacher, site administrator, and receiving school administrator meet to discuss and finalize a transition plan back to the students home school.

The School Site Council is an elected committee of five parents or community members, three teachers, the site principal, and one other staff member. The purpose of this committee is to review and assess the effectiveness of the school's curriculum programs and targeting funds to support the many needs of all students. School Site Council meetings are held on the third Wednesday of each month. All parents and community members are encouraged to attend.

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	48.59	48.23	56.06	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	1.42	0.00	0.05	0.05	0.04	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

The Oak Tree School Safety Plan includes disaster procedures and preparedness drills to ensure the safety and well being of students and staff. Students and staff report to the assigned safe area, all available adults report to the Tactical Staging Area for instruction and the incident command post is implemented. The faculty was last updated after our fire drill on Nov. 18, 2014. The Plan is available for review in the school office.

### 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

#### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

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

Grade Level	2012-13				2013-14				2014-15			
	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+
6	9	6							5	15		
Other					8	6			3	8		

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

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

Subject	2012-13				2013-14				2014-15			
	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	7	9			5	8			6	13		
Mathematics	7	4			5	4			7	5		
Science	7	5			4	5			8	5		
Social Science	7	5			5	4			8	5		

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 2014-15)

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

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$382.57	\$230.47	\$152.10	\$72,316.57
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	78.8	9.0
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-96.8	2.2

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

## Types of Services Funded (Fiscal Year 2014-15)

Title I - for at-risk students in the areas of reading and math  
School Improvement - for improving all curricular areas for all students  
EIA/LEP & ELAP - for limited English proficient students  
GATE - for gifted and talented education  
Intersession - for remediation and enrichment  
Title VI - for library books and school assemblies

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
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/>.

## Professional Development (Most Recent Three Years)

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.