LA's Promise Charter Middle School #1

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/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 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.

David Carr, Principal

📍 Principal, LA's Promise Charter Middle School #1

About Our School

LA's Promise Charter Middle School #1 (LAPCMS) was opened in 2016-17 in South Los Angeles. The school is operated by LA Promise Fund (LAPF), a non-profit organization with a rich history of improving education and providing access and equity for families across South Los Angeles. LAPF has successfully contributed to supporting students and families in the community through college access, arts-based programs, and parent education. LAPF elected to open charter schools to offer choice to deserving students and families, and serve as innovative instructional models for students of color who have been historically underserved. The Los Angeles County Office of Education (LACOE) serves as the authorizer, providing oversight and support for the school.

Our vision is a school which provides:

- a safe and nurturing environment
- a strong high school and college preparatory program
- project-based learning • a technology-based curriculum
- engaging, interactive, and highly qualified teachers

Our goal is to ensure all LAPCMS students thrive academically, emotionally and socially, and are inspired each day to be their best. Finally, the school is your school – a place where parents are welcomed and given the tools needed to support their child's overall well-being and academic success.

Contact

LA's Promise Charter Middle School #1
4920 South Western Ave.
Los Angeles, CA 90062-2347

Phone: 323-403-0770
E-mail: info@lapromisefund.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	LA's Promise Charter Middle School #1
Phone Number	(323) 403-0770
Superintendent	Donna Jacobson
E-mail Address	donnaj@lapromisefund.org
Web Site	www.lapcms.org

School Contact Information (School Year 2018—19)	
School Name	LA's Promise Charter Middle School #1
Street	4920 South Western Ave.
City, State, Zip	Los Angeles, Ca, 90062-2347
Phone Number	323-403-0770
Principal	David Carr, Principal
E-mail Address	info@lapromisefund.org
Web Site	www.lapcms.org
County-District-School (CDS) Code	19101990134361

Last updated: 12/3/2018

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

LA's Promise Charter Middle School #1 (LAPCMS) was opened in 2016-17 in South Los Angeles. The school is operated by LA Promise Fund (LAPF), a non-profit organization with a rich history of improving education and providing access and equity for families across South Los Angeles. LAPF has successfully contributed to supporting students and families in the community through college access, arts-based programs, and parent education. LAPF elected to open charter schools to offer choice to deserving students and families, and serve as innovative instructional models for students of color who have been historically underserved. The Los Angeles County Office of Education (LACOE) serves as the authorizer, providing oversight and support for the school.

In the second year of operation, the school served students grades 6-7, and will add an 8th grade to be at full capacity for the 2018-school year. The school's enrollment doubled, which is a direct result of satisfaction among the parent community. The school fulfilled the charter petition and provided learners with a comprehensive instructional program that met the social-emotional and academic needs of learners. Teachers provide after-school tutoring to academically at-risk students in math and language arts. Additionally, after-school enrichment programming was provided through an outside vendor, ARC, and through the 7 to 7 program sponsored through LAPF. Promise Time (Advisory) provides students with lessons to meet the social-emotional needs of early adolescents including lessons to prevent bullying and increase cultural awareness and tolerance.

The mission and vision of LA's Promise Charter Middle School #1 is to promote every student with the skills and proficiency needed to succeed in high school, college, leadership and life.

Last updated: 12/3/2018

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

Grade Level	Number of Students
Grade 6	100
Grade 7	84
Total Enrollment	184
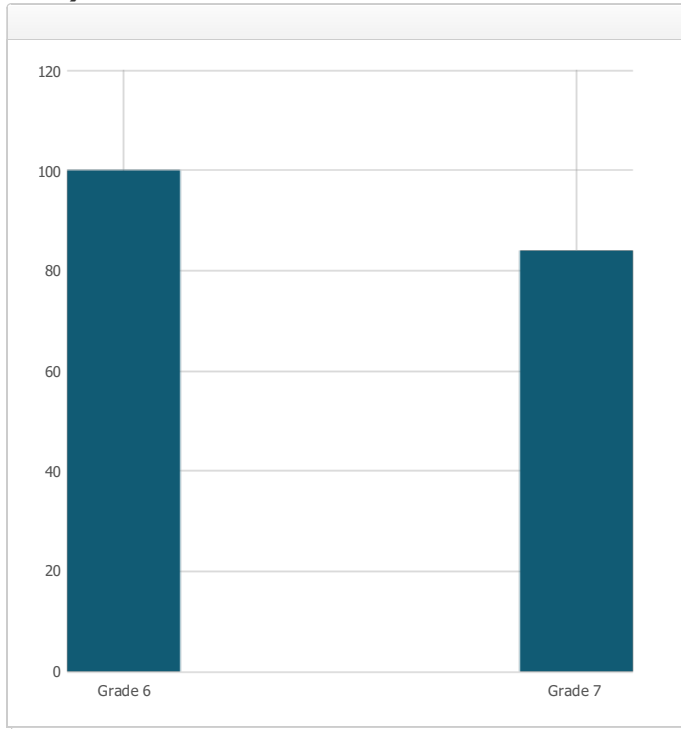
Last updated: 12/3/2018

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

Student Group	Percent of Total Enrollment
Black or African American	34.2 %
American Indian or Alaska Native	0.5 %
Asian	1.1 %
Filipino	%
Hispanic or Latino	62.0 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	2.2 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.0 %
English Learners	33.2 %
Students with Disabilities	22.8 %
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	2	6	9	9
Without Full Credential	5	4	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
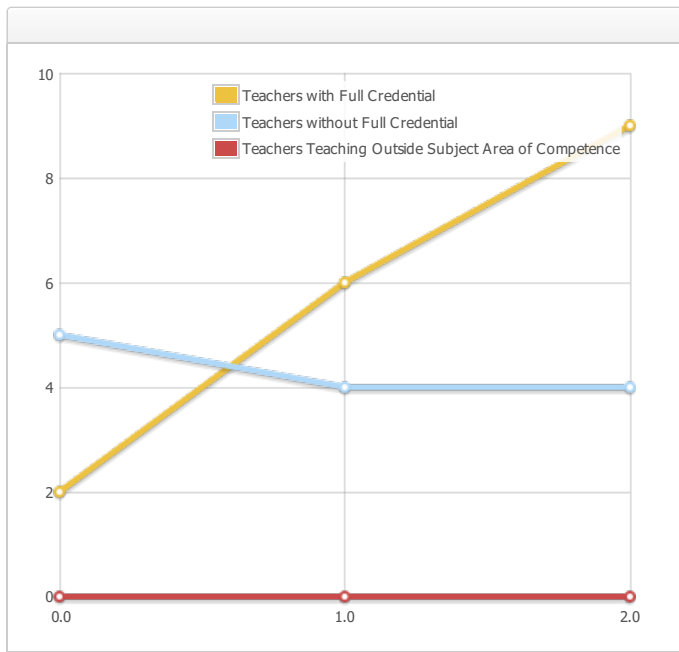
Last updated: 12/3/2018

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	1	1
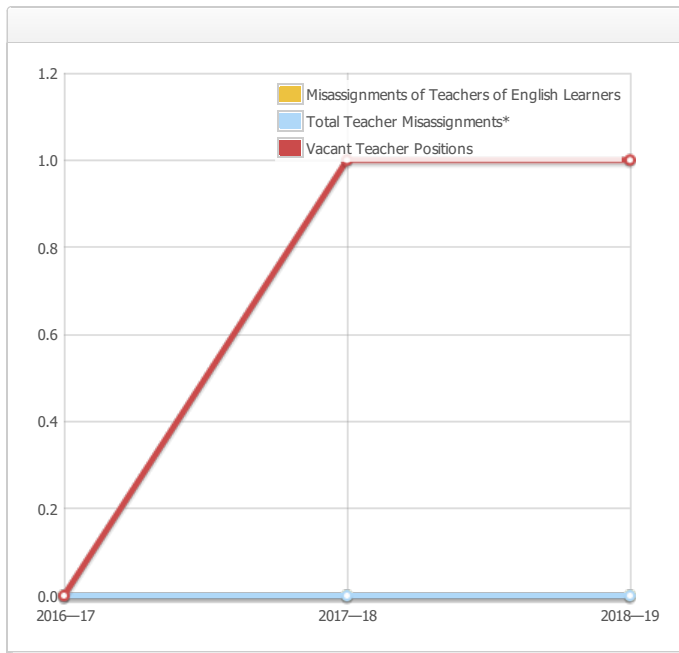
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/3/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: My Perspectives, Grade 6 Pearson: iLit 2016 California ELL Grade 4/8 Speak: Bronx Masquerade Pearson: My Perspectives, Grade 7 Engage NY, Grade 8	Yes	0.0 %
Mathematics	Pearson: enVision Math 2.0 Common Core, Grade 6 Pearson: enVision Math 2.0 Common Core, Grade 7 Illustrative Mathematics, Grade 6-8	Yes	0.0 %
Science	Pearson: Interactive Science 2013, Earth Science Pearson: Interactive Science Realize Edition, Cells and Heredity Pearson: Interactive Science Realize Edition, Forces & Energy Pearson: Interactive Science Interactive Science, Life Science Pearson: Interactive Science, Earth's Surface Pearson: Interactive Science, Introduction to Chemistry Smithsonian's STC, Grade 8	Yes	0.0 %
History-Social Science	Pearson: myWorld History 6th/7th grade History Alive, Grade 8 The DBQ Project: US History, Grade 8	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/25/2019

School Facility Conditions and Planned Improvements

LA's Promise Charter Middle School #1 satisfactorily met all requirements for a facility in good repair in the most recent inspection conducted by the Los Angeles County Office of Education (LACOE) in November 2017.

The school grounds consist of one building built in 1984 with a total of 10 classrooms, one multipurpose room, and several administrative and service-provider offices. The building has an approximate square footage of 9,000 SF with a maximum occupancy of 217. During this most recent facilities inspection, LACOE found all aspects of the grounds satisfactory with a couple of minor corrections needed. These corrections and the related corrective actions taken were:

1. **Provide ADA parking signage in parking lot** - Signs were purchased and placed in parking lot.

2. **Provide proper front panel cover and secure to drinking fountain wall in corridor** - Panel covers were purchased and attached to all exposed pipes.

Custodial staff cleans the grounds throughout the day with additional cleaning when required as determined by the Principal and School Business Operations Manager. Any needed repairs or improvements are identified by the Principal and School Business Operations Manager and communicated to LA Promise Fund's Operations team. The Operations team executes any needed repairs or improvements outside school hours, if possible, for safety reasons.

Last updated: 12/3/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	**Provide proper front panel cover and secure to drinking fountain wall in corridor** - Panel covers were purchased and attached to all exposed pipes.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good

Last updated: 12/3/2018

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

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)	21.0%	16.0%	21%	16%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	9.0%	9%	9%	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: 12/3/2018

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	179	97.28%	16.20%
Male	94	91	96.81%	12.09%
Female	90	88	97.78%	20.45%
Black or African American	60	58	96.67%	17.24%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	120	117	97.50%	14.53%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	173	169	97.69%	16.57%
English Learners	75	73	97.33%	4.11%
Students with Disabilities	44	44	100.00%	4.55%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 12/3/2018

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	180	97.83%	8.89%
Male	94	92	97.87%	9.78%
Female	90	88	97.78%	7.95%
Black or African American	60	58	96.67%	8.62%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	120	118	98.33%	8.47%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	173	170	98.27%	8.82%
English Learners	75	74	98.67%	2.70%
Students with Disabilities	44	44	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 12/3/2018

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)

LA Promise Fund believes parents are key stakeholders helping us guide and prepare students within our network for success in college, career and life. Our signature Promise Parent program is composed of various engagement opportunities for parents/guardians within the Promise network. Our Parent Centers serve as community hubs to provide such opportunities, which include but are not limited to: the Promise Volunteer Program, Promise Parent College, the School2Home workshop series, School Site Council and a diverse offering of academic and empowerment workshops and trainings. Our goal is to continue cultivating a college-going culture in South Los Angeles, by providing pathways to college and career-readiness. For more information contact Monica Cardona, Director of Parent Engagement for LA Promise Fund, at monicac@lapromisefund.org or (213) 745-4928 ext. 5131.

State Priority: Pupil Engagement

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

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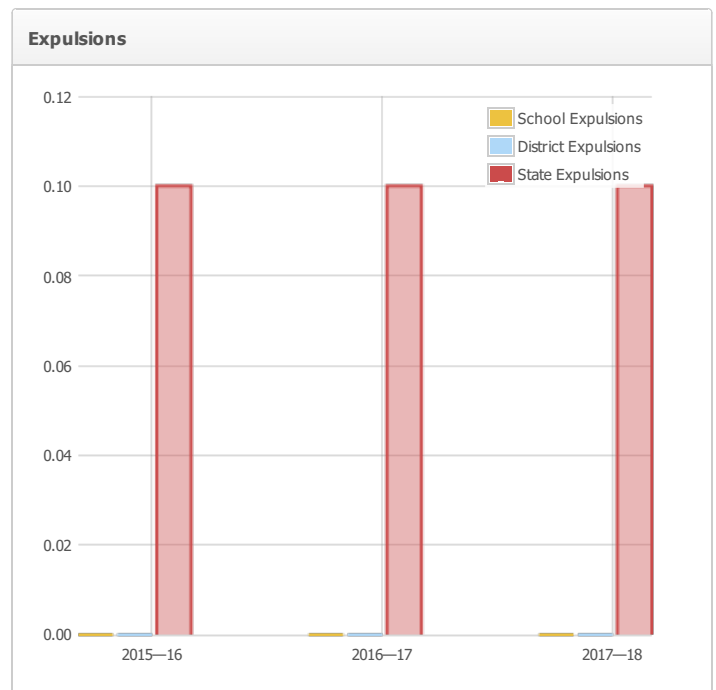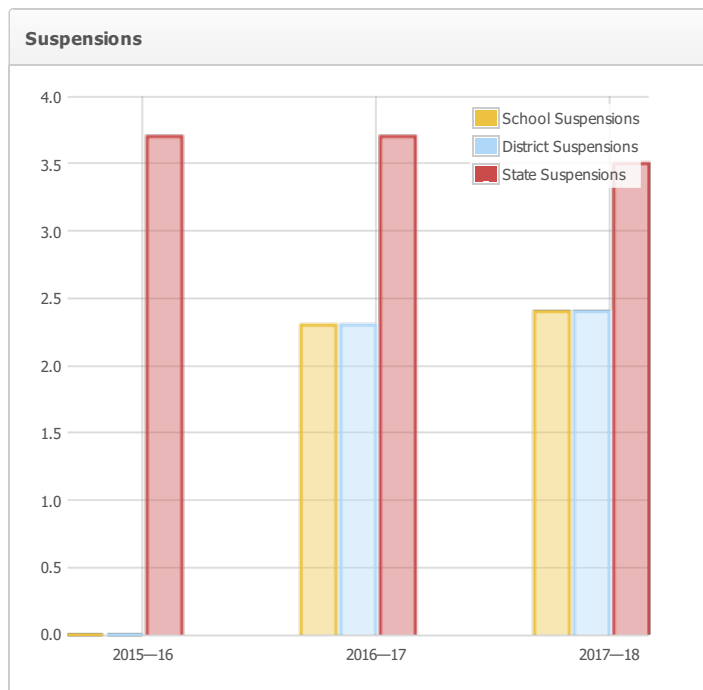- High school graduation rates

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	2.3%	2.4%	--	2.3%	2.4%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	--	0.0%	0.0%	0.1%	0.1%	0.1%

Last updated: 12/3/2018

School Safety Plan (School Year 2018—19)

LA's Promise Charter Middle School #1 has a comprehensive safety plan in place. The current Safe School Plan was discussed and reviewed with the School Site Council consisting of various stakeholder groups - school leaders, teachers, parents, students- on 12/31/17, 1/31/18, and 2/21/18. The plan was finalized February 21, 2018.

The LA's Promise Charter Middle School #1 School Safety Plan covers, among others, the following elements in detail:

- What to do in case of a fire

- What to do in case of a lockdown

- What to do in case of an earthquake

- What to do in case of a bomb threat

- What to do in case of a medical emergency

Specific instructions for the above scenarios as well as many others are laid out in detail. Additionally, emergency phone numbers, evacuation routes and instructions, building information, designated contacts and log templates are included.

Last updated: 12/3/2018

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 (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	14.0	51	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	20.0	17	24	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/3/2018

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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

* 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	15.0	15	1	
Mathematics	22.0	1		
Science	21.0	3	1	
Social Science	19.0	6		

* 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: 12/3/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20708.0	$6972.0	$13736.0	$51380.0
District	N/A	N/A	$13736.0	$51380.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$79128.0
Percent Difference – School Site and State	N/A	N/A	29.2%	-43.0%

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

Last updated: 12/3/2018

Types of Services Funded (Fiscal Year 2017—18)

The instructional team came together to develop programs that meet the developmental needs of middle-grade learners. The school offered daily after-school programming until 5:30 PM through ARC. The Promise Time (Advisory) period provided students with lessons to meet the socio-emotional needs of early adolescents including lessons to prevent bullying and increase cultural awareness and tolerance. Teachers provided after-school tutoring to academically at-risk students in math and language arts. The school employed a full-time special education teacher and an ELD teacher to address the needs of the school's most significant subgroups. Increased time for literacy was provided through Power Hour, with lessons from the Facing History program, incorporating social justice themes through grade-level-appropriate literacy. Every student has math and language support classes as part of their schedule, in order to embed intervention into the instructional day. Core academic teachers were successful in the implementation of digital learning initiatives that engaged learners while closing foundational skill gaps in math and language arts. The school implemented blended learning based on computer-based programs including iReady, ThinkCerca, Quizlet, Edublast, and the digital curriculum through Pearson. Every student has a Chromebook checked out to them to take home. The school has achieved high levels of parental involvement through the Promise Parent College and school-based parent center, which are operated through LAPF. In its first two years in operation, LAPCMS has established itself as a positive school option for the South LA community with enrollment growing more than double - from 75 in 2016-2017 to 175 in 2017-2018

LAPCMS offers students and families a unique and innovative program geared to the academic, developmental, linguistic, and socio-emotional needs of middle-grade learners. Teachers provide students with an innovative educational program infused with technology and arts. As a part of LAPF, our students have access to a range of county-wide programs and arts initiatives to engage learners and enrich the academic program. Students attended numerous field trips throughout the year to local museums and cultural events. Teachers had opportunities for grant funding to infuse arts education into daily lessons. Through LAPF, students participated in programs including iChicas (girls in STEM), and Girls Build LA (GBLA). The girls involved attended a summit with the cast of Hillary Clinton and Kamala Harris as featured speakers, to motivate future interest and involvement in positions of leadership. The parent engagement program provides innovative parent programming to involve parents in a meaningful way. LAPF's Parent Engagement Team are present on the campus, to increase parent participation in school events and volunteer opportunities. Language and citizenship classes are offered, as well as monthly workshops which cover pertinent topics. The Promise Parent College is offered to all families to increase awareness and college access.

Last updated: 12/3/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	--
Mid-Range Teacher Salary	$57,964	--
Highest Teacher Salary	$54,636	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	$100,000	--
Average Principal Salary (High)	--	--
Superintendent Salary	$154,512	--
Percent of Budget for Teacher Salaries	26.9%	--
Percent of Budget for Administrative Salaries	13.9%	--

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

Teacher Salary Chart

Principal Salary Chart
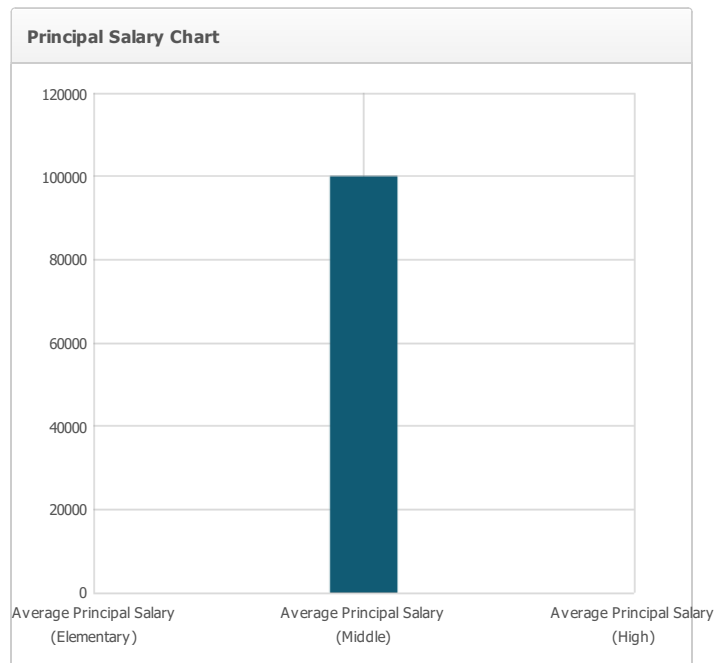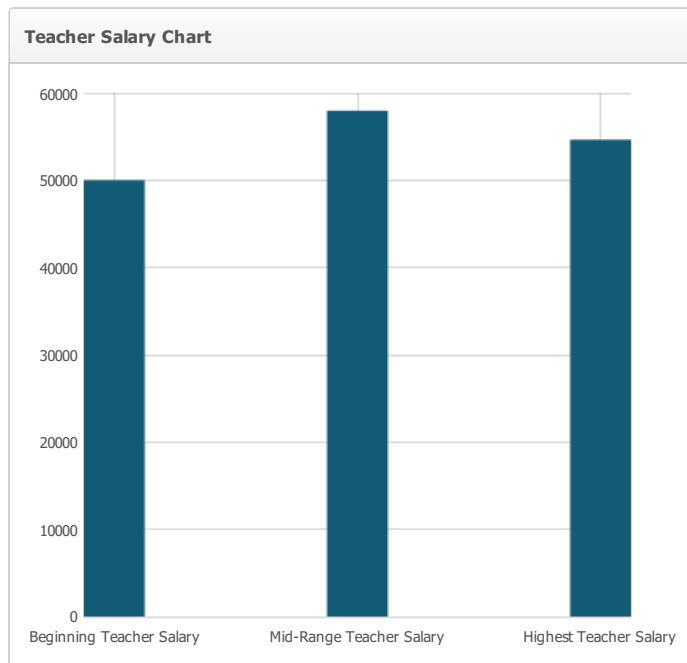
Professional Development

LAPCMS held various professional development training during the 2017-2018 school year. Professional development foci included data review sessions held in throughout the year. Information from those sessions informed teachers on their instructional practices. The data used was internal data (class assignments, teacher-made test, etc.). Another focus was Instructional Practices. Sessions were selected based on the experience of our staff, administrator observations, teacher feedback. Other Professional Development sessions included PBIS, EL Instruction, Technology, Math, SBAC, etc.

Methods professional development were delivered:

1. After school professional learning sessions
2. LACOE workshops, teacher observations
3. One-on-one coaching (Teach For America, LMU, on-site administrators)

Strategies for supporting teachers through implementation:

1. Ongoing formal and informal observations and feedback meetings
2. Lesson plan review
3. On-site administrators have modeled lessons for teachers
4. In-class coaching
5. Teacher-Principal meetings

There was an average of 1 day per school week in which professional development took place. Sessions usually lasted between 1.5 – 2 hours.