

Manteca Community Day School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Manteca Community Day School
Street	737 W. Yosemite Ave
City, State, Zip	Manteca, CA 95337
Phone Number	2098587380
Principal	Jillian Friend
Email Address	jfriend@musd.net
Website	https://www.mantecausd.net/mantecaday
County-District-School (CDS) Code	39685933930328

Entity	Contact Information
District Name	Manteca Unified School District
Phone Number	(209) 825-3200
Superintendent	Clark Burke
Email Address	cburke@musd.net
Website	www.mantecausd.net

School Description and Mission Statement (School Year 2019-20)

About Our School

Manteca Day School is an alternative school setting where we focus on modifying student behavior and improving student attendance. Our staff are well qualified and eager to support students in making the necessary changes to be successful when they return to their comprehensive school sites. We encourage each student to take full advantage of this intervention by being a positive and active participant in his or her behavioral and educational journey. We have a unique approach to supporting students. We choose to meet students where they are currently in their educational experience. We want to empower students and help them embrace all of their potential. We believe that all students can succeed. We are here to support and hold students accountable for the decisions they make. We want students to come out on the other side of their experience at Manteca Day with a newfound respect for themselves, their teachers and the community at large, as well as, obtain a well-developed skill set that will prepare them for life after high school.

School Description and Mission Statement

Our school is an alternative school setting with small class sizes and high student to staff ratios. We focus on modifying student behavior and improving student attendance through a focus on social/emotional learning, mentoring and counseling. Our staff are well qualified and eager to support students in making the necessary changes to be successful when they return to their comprehensive school sites. We encourage each student to take full advantage of all our program has to offer by being a positive and active participant in his or her behavioral and educational journey.

Mission

The role of Manteca Day School is to assist students in their progress towards responsibility as it pertains to academic achievement and personal development. By teaching, motivating, mentoring and through positive role modeling, students can return to a comprehensive school site realizing their full potential.

Vision

We are S.T.O.R.M. (Students Taking Ownership & Reaching for More)

Mantra

Every student, every need, every day.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	1
Grade 8	10
Grade 9	9
Grade 10	8
Grade 11	12
Grade 12	4
Total Enrollment	44

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	13.6
Asian	4.5
Hispanic or Latino	63.6
White	18.2
Socioeconomically Disadvantaged	93.2
English Learners	13.6
Students with Disabilities	22.7
Homeless	18.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	6	6	1010
Without Full Credential	1	0	0	77
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Most recent hearing on the sufficiency of instructional materials was on September 17th, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync Grades 7-8, McGraw-Hill (Adopted 2016) Eng 1 - Study Sync, McGraw-Hill (Adopted 2015) Eng 2 - Study Sync, McGraw-Hill (Adopted 2015) Eng 3 - Study Sync, McGraw-Hill (Adopted 2015) Eng 4 - Study Sync, McGraw-Hill (Adopted 2015) Special Ed - English 1 & 2 Basic English, AGS (Adopted 2002) Special Ed - English for the World of Work, AGS (Adopted 2003)	Yes	0
Mathematics	California Math, Courses 1-3 Grades 6-8, McGraw-Hill (Adopted 2014) Big Ideas Math Algebra 1 & 2, Ron Larson Laurie Boswell (Adopted 2014) Special Ed - Pacemaker Pre-Algebra, Globe Fearon (Adopted 2003) Special Ed - Basic Math Skills, AGS (Adopted 2003) Special Ed - Life Skills Mathematics, AGS (Adopted 2003) Special Ed - Pacemaker Algebra, Globe Fearon (Adopted 2003) Special Ed - Consumer Mathematics, AGS (Adopted 2003)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Focus on Science Grades 7-8, Glencoe/McGraw-Hill (Adopted 2007) Special Ed – Earth Science, AGS (Adopted 2012)	Yes	0
History-Social Science	IMPACT: California Social Studies Grades 6-8, McGraw-Hill School Education LLC (Adopted 2018) World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019) Government – Gov Alive, Politics, and You, TCI (Adopted 2019) Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019) Psychology – Essentials of Psychology, Cengage (Adopted 2019) Special Ed – Pacemaker World History, Pearson Learning (Adopted 2008) Special Ed - U.S. History, AGS (Adopted 2005)	Yes	0
Health	A Guide to Wellness, Glencoe McGraw-Hill (Adopted 2007)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The Manteca Day School complex includes portables that were installed in 1998 to house 10 classrooms, computer lab, cafeteria, and the administration building.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District’s governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

The District allocates funding for deferred maintenance. The Deferred Maintenance Program includes funding for replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc. The District's 2019-2020 budget allocated \$640,000 to address deferred maintenance needs throughout the district.

Modernization Projects

The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan. As part of that activity there are projects planned at the campus which will be completed through the use of local funds. State funding will also be sought for those projects which may be eligible for modernization funding.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Damaged ceiling tiles. Carpet issues.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Exposed wires. Extension cords.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Faucet water pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	10	12	46	47	50	50
Mathematics (grades 3-8 and 11)	5	0	28	29	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	17	60.71	39.29	11.76
Male	16	12	75.00	25.00	8.33
Female	12	5	41.67	58.33	20.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	14	5	35.71	64.29	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	26	16	61.54	38.46	12.50
English Learners	--	--	--	--	--
Students with Disabilities	11	6	54.55	45.45	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	13	54.17	45.83	0.00
Male	16	9	56.25	43.75	0.00
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	22	12	54.55	45.45	0.00
English Learners	--	--	--	--	--
Students with Disabilities	11	5	45.45	54.55	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	68.89
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

Orientation/Student Intake meetings

At Risk Meetings

IEP meetings

SST meetings

Back to School Night

Open House

LCAP Stakeholders Meeting

Monthly Parent Counseling Group

PBIS Field Days

Annual MDS Turkey Trot

State Priority: Pupil Engagement

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

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

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

Indicator	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
Dropout Rate	--	--	--	3.5	3.3	2.9	9.7	9.1	9.6
Graduation Rate	--	--	--	93	92.4	93.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	59.1	55.9	37.1	6.5	5.2	5.2	3.6	3.5	3.5
Expulsions	0.0	0.0	1.5	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

All school sites in the Manteca Unified School District annually update the Disaster Plan and School Safety Plan. The plan was revised by Safe Schools Consultants and Site Administration according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. Teachers and staff received ongoing training throughout the 2019-2020 school year in order to meet the appropriate guidelines established by the state. The safety plans are confirmed and approved by March 1, 2020.

Manteca Unified School District continues to make strides in the improvement of the educational climate and reduced disruptions in the classroom by “putting kids first” and asking the question, “Is it good for the children?” The safety of students and the security of campuses are high priorities in MUSD. School personnel and students participate in monthly disaster preparedness drills including specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations. The school sites also focus on establishing goals that are needed.

The District has established procedures for submitting complaints against personnel and programs. An information brochure, policies, and forms are available to the public at the school site, on the District’s website, and in all offices. Also, a nondiscrimination/harassment report form is used to help staff in reporting and tracking data.

Our schools work hard to improve academic achievement and provide alternative programming for “at risk” students. In addition, authorized prevention activities include conflict resolution strategies, before and after school programs, and district-wide efforts to prevent illegal gang activities with Drug Free and Tobacco Free School Zones clearly established and posted. Our District seeks grants and utilizes the Health Services Department to meet the health and counseling needs of students.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	3	11			3	14			4	13		
Mathematics	3	9			5	7			5	9		
Science	4	3			4	3			3	4		
Social Science	5	8			7	9			7	9		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	88.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21551.28	4609.47	16947.81	85034.97
District	N/A	N/A	4566.28	\$80,285.00
Percent Difference - School Site and District	N/A	N/A	115.1	5.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	77.2	3.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

All Manteca schools receive equal allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,387	\$48,612
Mid-Range Teacher Salary	\$76,231	\$74,676
Highest Teacher Salary	\$102,202	\$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$155,413	\$125,830
Average Principal Salary (Middle)	\$0	\$131,167
Average Principal Salary (High)	\$168,742	\$144,822
Superintendent Salary	\$218,842	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	113	115	115

Manteca Unified School District continuously analyzes data to determine professional development needs. As a district we then select our major focus areas for staff development for each school year and then plan out our district professional learning calendar. Manteca Unified provides a variety of professional development methods through pull-out days, after-school trainings, conferences, observations, mentoring, and live/archived webinars. In addition, teachers are supported during implementation through in-person coaching, virtual coaching, and principal/staff meetings.