

# Mesquite 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	Mesquite Elementary School
Street	37622 43rd Street East
City, State, Zip	Palmdale, CA 93552
Phone Number	(661) 285-8376
Principal	Ken Young
E-mail Address	kfyoung@palmdalesd.org
Web Site	
CDS Code	19648576108625

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

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

Mesquite Elementary School serves students in grades TK-6 and has a current enrollment of 940 students. Mesquite is located in the high desert area of Palmdale, California. The school was established in 1989, built in 1992 and is situated on 10 acres of land on the east side of the Palmdale School District. Mesquite is a Title I school with approximately 90% of the students on free or reduced lunch rate. The ethnic diversity of the student population is 73% Hispanic (of which approximately 28% are identified as English Language Learners), 16% African American, 7% American Indian or Alaskan Native, 7% White (Non-Hispanic), 1% Asian, 2% undefined, and .1% two or more ethnicities.

Mesquite staff and students will celebrate the power of learning through academic and social excellence in school and life. The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

This will be accomplished through clearly defined educational goals which will develop self-esteem, social responsibility and give the confidence to take risks in achieving high academic standards as set forth by district, state, and federal guidelines. Mesquite will work to establish an environment that maximizes student access and engagement through maintaining a respect for our rich diverse population and academic abilities. We at Mesquite School commit to a comprehensive system of support to assure these outcomes.

The vision of Mesquite Elementary School is to create a sense of respect, responsibility and involvement for students, teachers and parents. We hope to create life-long learners by providing instruction which includes a balance of language arts, math, and all other academia with the use of higher level thinking and problem solving skills while also integrating technology.

Mesquite's School Plan offers the on-going opportunity to implement the concepts of Professional Learning Communities which ensure a focus on learning; building a collaborative culture; and establishing a results orientation. The school's goals, objectives and activities have been identified and written based on needs expressed through teacher, student and parent surveys. Analysis of common formative assessments, benchmark tests, CAASPP, and CST data guide instruction. Previous State API and Federal AYP scores reflect progress toward meeting grade level, district and state standards on a yearly basis. These goals, objectives and activities are established to improve instruction at Mesquite in order to provide students an opportunity to meet and exceed grade level, district, and state standards.

The Principal, Assistant Principal and Learning Support Teacher (LST), in collaboration with the Leadership Team, School Site Council, and school staff developed the plan and will continue to work towards the ongoing implementation, evaluation and revision of this plan.

Mesquite Elementary strives to build quality school programs that are based on shared decision making by all staff members in meeting school, district and state guidelines.

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

Grade Level	Number of Students
Kindergarten	145
Grade 1	95
Grade 2	115
Grade 3	119
Grade 4	149
Grade 5	125
Grade 6	137
<b>Total Enrollment</b>	<b>885</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	16.5
American Indian or Alaska Native	0.7
Asian	0.9
Filipino	0.7
Hispanic or Latino	74.9
Native Hawaiian or Pacific Islander	0
White	5.3
Two or More Races	0.9
Socioeconomically Disadvantaged	89.9
English Learners	27.9
Students with Disabilities	10.6
Foster Youth	3.7

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	36	32	810
Without Full Credential	0	0	3	31
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	90.6	9.4
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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: September 2015

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

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

We have an extensive playground and grass area with a shade structure for student use during recess, lunch and P.E. A priority at Mesquite School is to provide a safe, secure, and clean environment for learning. Our custodial staff performs basic cleaning operations in classrooms, bathrooms and other school facilities each day. 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 day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

**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: July 2016				
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 of the most recent FIT report: July 2016				
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	32	31	29	31	44	48
Mathematics	19	22	19	19	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	133	130	97.7	23.9
	4	149	148	99.3	36.5
	5	133	130	97.7	28.5
	6	140	139	99.3	36.0
Male	3	58	56	96.5	35.7
	4	78	77	98.7	33.8
	5	70	69	98.6	27.5
	6	65	64	98.5	28.1
Female	3	75	74	98.7	14.9
	4	71	71	100.0	39.4
	5	63	61	96.8	29.5
	6	75	75	100.0	42.7
Black or African American	3	15	15	100.0	20.0
	4	22	22	100.0	13.6
	5	19	19	100.0	15.8
	6	15	14	93.3	7.1
Hispanic or Latino	3	103	100	97.1	23.0
	4	111	110	99.1	34.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	101	98	97.0	32.6
	6	117	117	100.0	37.6
<b>White</b>	4	14	14	100.0	78.6
<b>Socioeconomically Disadvantaged</b>	3	117	114	97.4	21.1
	4	135	134	99.3	31.3
	5	122	120	98.4	29.2
	6	124	124	100.0	32.3
<b>English Learners</b>	3	34	32	94.1	3.1
	4	33	32	97.0	
	5	19	17	89.5	
	6	22	22	100.0	4.5
<b>Students with Disabilities</b>	4	25	25	100.0	4.0
	5	29	29	100.0	10.3
	6	17	17	100.0	5.9

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
<b>All Students</b>	3	133	131	98.5	28.2
	4	149	149	100.0	24.2
	5	134	133	99.3	15.9
	6	140	139	99.3	18.7
<b>Male</b>	3	58	57	98.3	42.1
	4	78	78	100.0	25.6
	5	70	69	98.6	19.1
	6	65	64	98.5	17.2
<b>Female</b>	3	75	74	98.7	17.6
	4	71	71	100.0	22.5
	5	64	64	100.0	12.5
	6	75	75	100.0	20.0
<b>Black or African American</b>	3	15	15	100.0	13.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	22	22	100.0	4.5
	5	19	19	100.0	
	6	15	14	93.3	14.3
<b>Hispanic or Latino</b>	3	103	101	98.1	28.7
	4	111	111	100.0	22.5
	5	102	101	99.0	18.8
	6	117	117	100.0	17.9
<b>White</b>	4	14	14	100.0	57.1
<b>Socioeconomically Disadvantaged</b>	3	117	115	98.3	25.2
	4	135	135	100.0	19.3
	5	123	122	99.2	14.9
	6	124	124	100.0	14.5
<b>English Learners</b>	3	34	33	97.1	3.0
	4	33	33	100.0	
	5	20	20	100.0	5.0
	6	22	22	100.0	4.5
<b>Students with Disabilities</b>	4	25	25	100.0	4.0
	5	30	30	100.0	3.5
	6	17	17	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
<b>Science (grades 5, 8, and 10)</b>	44	38	35	48	49	40	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	134	130	97.0	34.6
Male	70	67	95.7	38.8
Female	64	63	98.4	30.2
Black or African American	19	19	100.0	21.1
Hispanic or Latino	102	98	96.1	34.7
Socioeconomically Disadvantaged	123	120	97.6	32.5
English Learners	20	19	95.0	
Students with Disabilities	30	30	100.0	23.3

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	21.5	23.1	20

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)**

The parents of Mesquite School students are involved and interested in the operation of their school. Mesquite School has an active Parent Teacher Organization (PTO), School Site Council (SSC), and English Learners Advisory Council (ELAC), which meet on a monthly basis. This school year we will be forming our African-American Parent Advisory Council (AAPAC) which we plan to meet every other month. These four very important parent groups assist in Mesquite’s effort to provide effective educational programs and encourage the involvement, participation and support of parents. Additional Parent Forums such as Title I Meetings, Grade Level Family Nights, and Parenting Partner classes are offered throughout the school year in various capacities.

## 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
<b>Suspensions</b>	2.6	2.0	5.6	6.4	5.6	5.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Mesquite School has developed a comprehensive Safety/Disaster Plan that is in compliance with California Education Code and using guidelines from the Office of Emergency Management (state and federal). The plan includes disaster preparedness and lock down procedures. Emergency drills such as Earthquake Preparedness are routinely held. Fire Drills are held monthly. All entrances to the school, with the exception of the front office, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. Bus drop-off/loading areas and crosswalks are supervised before and after school. The Assistant Principal facilitates school safety meetings and also is a member of the District Safety Committee.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2006-2007	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	23
<b>Percent of Schools Currently in Program Improvement</b>	N/A	88.5

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+
<b>K</b>	28		5		25		10		29	0	3	0
<b>1</b>	26		4		29		8		24	0	4	0
<b>2</b>	29		5		24	2	8		29	0	4	0
<b>3</b>	31		4		28		10		31	0	1	3
<b>4</b>	28	1	3	1	26	2	8		27	0	5	0
<b>5</b>	26	1	4		27	2	8		29	0	4	0
<b>6</b>	29		5		30		8		34	0	0	4
<b>Other</b>									14	2	0	0

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	NA
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other	0	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	\$269.34	\$195.57	\$73.78	\$59,531.42
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-13.3	-11.7
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.6	-18.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

Each year, Mesquite School allocates a portion of its budget to purchase additional supplemental instructional materials. In addition, community involvement through rebates and/or donations assists in this effort. This provides each child with an abundance of materials, including math manipulatives, literature enrichment, science kits, library resources, Accelerated Reading, Imagine Learning programs, and other computer software programs, and other media resources which support and supplement the curriculum. While we have two dedicated computer labs with access to the Internet, each classroom has at least additional computers, tablets, and Chromebooks with Wi-Fi internet access providing additional learning opportunities for students. Mesquite offers extra learning opportunities for all children. Before and after school enrichment and remediation programs are paid for through the school site budget.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 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 professional development and in-service selection decisions. Sites design specific professional development based on State Learning Standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, Biliteracy, Student Assessment and Accountability, Personnel, and Professional Development 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 offered around State Learning Standards and implementation in language arts and math. Teachers continued to be trained in Professional Learning Communities, Common Formative Assessments, ELD Standards and RTI. Administrative training focuses on Professional Learning Communities, California Standards, and best educational practices.

Conference participation, 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.