

# Sinclear Elementary 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
<b>School Name</b>	Sinclear Elementary School
<b>Street</b>	PO Box 307/1211 Hackett Road
<b>City, State, Zip</b>	Ceres, CA 95307
<b>Phone Number</b>	209 556-1680
<b>Principal</b>	Shane T. Hulin
<b>Email Address</b>	shulin@ceres.k12.ca.us
<b>Website</b>	<a href="http://sinclear.ceres.k12.ca.us/">http://sinclear.ceres.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50710430109090

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209 556-1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

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

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Sinclear's Motto:

Success Starts at Sinclear

The mission of Sinclear Elementary School is to:

- Support the learning needs of all students
- Understand and promote the value of diversity
- Create a safe and positive learning environment
- Communicate openly with families and the community
- Ensure excellence
- Strengthen lifelong learning skills
- Strive to assure all students soar to their fullest potential.

Sinclear's Updated Mission Statement:

At Sinclear, we ensure high levels of academic and personal success for all students.

The annual School Accountability Report Card is a time to share with you information about Sinclear Elementary. This information is to help you understand our school, its programs and the commitment we have to educating children. The entire staff at Sinclear works hard to ensure this is a great place for children to come to learn. Every person is an important part of Sinclear Elementary. The staff at Sinclear is a committed, skilled and dedicated group of people. We work hard to ensure all students feel school is a great place to learn. We have high expectations for the students at Sinclear. We celebrate their achievements and give them quality instruction. We believe in the students and their future.

Sinclear Elementary School is located on the west side of Ceres and is in the Ceres Unified School District. The school opened in August 2005. We have one principal, one assistant principal, one administrative assistant, 29 certificated teachers, one full time resource specialist, twenty-two paraprofessionals, one library clerk, a 40% nurse, health clerk, 50% speech teacher, two office secretaries, and one 50% community liaison. Itinerant music and P.E. teachers provide services two days a week. The school has 32 classrooms, a library, and a large multipurpose room. The school year consists of 180 instructional days with seven minimum days for parent conferencing and three for staff development. The students in grades 1-6 are in school for 310 instructional minutes a day. The Transitional Kindergarten and Kindergarten students are in school for 300 minutes a day. The school has a Parent Teacher Club that supports extra curricular programs and facilities for the school.

The culture is diverse at Sinclear. Of the approximately 650 students, 75% of the students receive free or reduced cost breakfast and lunch, 80% come from homes where the primary language is other than English, 47% are English Learners (EL). The ethnic make-up includes 80% Hispanic, 10% White, .01% Black, .05% Asian, American Indian, Pacific Islander, Filipino, and (0 students) no response. 7% of our students are migrant students.

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	74
Grade 2	92
Grade 3	93
Grade 4	89
Grade 5	96
Grade 6	91
<b>Total Enrollment</b>	<b>653</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	4.7
Filipino	0.5
Hispanic or Latino	85.1
White	8
Two or More Races	0.5
Socioeconomically Disadvantaged	79.3
English Learners	46.9
Students with Disabilities	12.9
Homeless	0.3

## 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	22	29	28	612
Without Full Credential	3	1	1	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

## 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	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.

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

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

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

Our facilities are neat, clean, and in good working order. Facility inspections occur daily to identify any are of immediate concern for repair. Twice per year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. Sinclear's custodian and administration team meet on a regular basis in regards to maintenance and cleanliness of Sinclear.

### 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:** 9/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Communications Room: There are boxes blocking the electric panel. Special Ed Classroom: There is an extension cord plugged into a surge protector.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Grounds: There are large cracks in the asphalt on the basketball court. There is a water fountain that has a loose handle and leaking water. Intermediate Girls Restrooms: There is a non operational sink.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Classroom 28: There are chemicals underneath the sink. There is dish soap from home. Classroom 32: There are chemicals underneath the sink. Classroom 8: There are hand sanitizing wipes underneath the sink. Staff Room: There are chemicals underneath the sink.
<b>Structural:</b> Structural Damage, Roofs	Good	Grounds: There are large cracks in the asphalt on the basketball court. There is a water fountain that has a loose handle and leaking water.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	53	44	42	38	50	50
Mathematics (grades 3-8 and 11)	34	39	25	25	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	374	374	100.00	0.00	44.12
Male	206	206	100.00	0.00	44.66
Female	168	168	100.00	0.00	43.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	329	329	100.00	0.00	42.86
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	24	24	100.00	0.00	54.17
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	313	313	100.00	0.00	39.94
English Learners	211	211	100.00	0.00	37.91
Students with Disabilities	41	41	100.00	0.00	12.20
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	374	374	100.00	0.00	38.77
Male	206	206	100.00	0.00	41.75
Female	168	168	100.00	0.00	35.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	329	329	100.00	0.00	37.99
Native Hawaiian or Pacific Islander					
White	24	24	100.00	0.00	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	313	313	100.00	0.00	36.74
English Learners	211	211	100.00	0.00	36.97
Students with Disabilities	41	41	100.00	0.00	14.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

**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	25.0	19.8	38.5

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)

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Sinclear is much more than an institution for learning. The administration, staff, students, families, and community work together to provide the most nurturing and beneficial environment for each of its students. The community and parents are a very influential factor in the functioning of Sinclear and takes and active role in creating the school's personality.

Sinclear parents assist teachers in the classroom as student tutors, room parents, and supporters of school-wide events such as fundraisers and Jog-a-thon. Other activities include Back to School Night, Open House, School Site Council, PTA, music concerts, and English as a Second Language for Parents.

An active Parent-Teacher Club forms a strong link between school and community. We have a team of "Tuesday Moms" who are a group of parents working together to help our staff with projects, school book fairs, corrections, art projects, and organization for all our staff. Our PTC is involved in the planning of school-community activities and provides generous support for valuable education programs. Sinclear houses All Pro Dads meetings once a month with a focus on building quality relationships with parents and their children. We have a Dance Therapy class available to parents and students 4th grade and above on Tuesday evenings. The 2nd Harvest food truck delivers on campus every other month.

### 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	1.7	1.7	1.6	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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The Sinclear Safety Committee, which is composed of classroom teachers, a custodian, administrative assistant, principal, and our nurse inspect the site regularly for safety procedures and recommend changes in safety policies and procedures. The California Safe School's Assessment Plan is updated annually to measure the current status of safety factors for our school. The School Safety Committee and School Site Counsel oversee the site's policies to ensure a safe campus. Safety procedures are updated annually. Fire drills, earthquake drills, evacuation plans and lock down procedures are practiced and taught to children on a routine basis. Visitors to Sinclear are required to sign in and out and are given badges to wear while on campus.

The facility is maintained in a manner that assures that it is clean, safe, and functional and will be evaluated pursuant to an interim evaluation instrument developed by the Office of Public School Construction when it is available.

**COMPONENT 1: THE SCHOOL CLIMATE**

Goal  
To develop in students and staff an attitude of acceptance and mutual respect for themselves and others in order to maintain a caring, emotionally safe environment that is conducive to learning.

**COMPONENT 2: THE PHYSICAL ENVIRONMENT**

Goal  
To provide an environment that promotes safety, freedom from fear, and knowledge of appropriate action to take in an emergency.

**EVALUATION**

In the School-Based Coordinated Program process, staff and parents utilize ongoing examination and evaluation to improve the total educational program of which school safety is a part. Evaluation of the Safe School Plan for Sinclair Elementary will be accomplished by the School Safety Committee, school staff, students, and School Site Council. The School Site Council will review implementation of the plan on a regular basis. Statistics regarding crimes, disciplinary measures, counseling services, and student outcomes will be reviewed annually. The principal and assistant principal will supervise persons responsible for tasks and monitor the timelines. The plan will be reviewed and revised annually based on the principal’s report, parent surveys, and other data and information. An evaluation of the School Safety Program will be included in the SPSA evaluation presented annually to the Governing Board.

**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)**

Grade Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	5		20	1	4		18	2	5	
1	23		4		23		4		22		3	
2	22	1	3		23		4		22		4	
3	24		4		20	1	3		23		4	
4	30		3		32		3		30		3	
5	31		4		31		3		32		3	
6	32		3		32		4		30		3	
Other**					7	1			7	1		

\*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.

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other	1.0

\*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.

### 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	9353.51	2790.36	6563.15	84934.19
District	N/A	N/A	7103.79	\$78,954.00
Percent Difference - School Site and District	N/A	N/A	-7.9	7.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-13.4	3.5

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)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
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/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days. In the 2018-2019 school year, the school site has again planned 10 collaboration/early release days and 5 professional development days. Three of these professional development days are dedicated to unit planning under the guidance of Nicole Vagle, one is site specific needs, and the final day is a district wide instruction and technology summit put on by Ceres Staff. Lastly, in the 2019-2020 school year, the school site has again planned 10 collaboration /early release days and 5 professional development days. 1 of these days will be run by Dr. Dominique Smith with a focus on restorative justice and Positive Behavior Intervention and Supports, another 1 of these days will be facilitated by District Instructional Coaches on the topic of learning targets and success criteria. In addition to that, Professional Development on Trauma informed practices will be had.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in CUSD Induction Program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement. Each school has a district coach assigned to the school site. The coach works with individual teachers, grade levels, as well as the entire staff.