

Carroll Fowler 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	Carroll Fowler Elementary School
Street	2611 Garrison St.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556-1640
Principal	Bruce Clifton
E-mail Address	bclifton@ceres.k12.ca.us
Web Site	cf.ceres.k12.ca.us
CDS Code	50-71043-6052427

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel Ed. D.
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

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

Our mission is to continue to promote an academic culture that encourages high standards, a balanced curriculum, collaboration among staff and community, and academic excellence within a safe learning environment.

Carroll Fowler Elementary School is located in Ceres California, a small town of 47,000 in central San Joaquin Valley. The campus is fifty nine years old with approximately 660 K-6 students. The school community encompasses a wide range of cultural, linguistic and economic diversity. The original facility was built in 1957. Most primary classrooms have been completely renovated since the fall of 2003 and the campus was renovated in 2015. Currently there are 36 classrooms. The site maintains a school office, library, computer lab and cafeteria. Every student on campus has a school issued Chromebook used for access to curriculum and intervention resources.. Our campus is fully equipped with InFocus Projectors, Interwite/Mobi Pads, Document cameras and other pieces of technology for instructional purposes.

Our credentialed staff consists of a site principal, an assistance principal, 27 regular education classroom teachers, 3 pre-school autism teachers, 1 SH teacher and one Resource Specialist. Support staff consists of an Administrative Assistant, School Counselors, Instructional Paraprofessionals, Community Liaison, Student Supervision Assistants, Office Manager, a School Attendance Secretary, Library-Media Clerk, Custodians, Clerk II, and Food Service Personnel. Child Welfare and Attendance workers, a school nurse, and a Speech and Language Specialist are integral parts of the Student Support Team. Staff is comprised of experienced, dedicated professionals from a variety of backgrounds. Eight teachers as well as the principal and assistant principal have been mentor teachers. Staff training is ongoing and high quality and all staff members are involved in site and district committees. Print-rich classrooms are literature based and provide many thematic experiences for children. Due to the efforts of our parents, staff and community, all our classrooms, library and office have access to the internet. The intermediate classrooms have a bank of four networked computers.

Students demonstrate high-level learning, school pride and a sense of ownership of the school facility. Students take an active role in their education and the running of the school. Student Council has several school-wide projects. Carroll Fowler has high academic and behavioral expectations aimed at forming responsible and productive students and citizens. Carroll Fowler students are on a traditional schedule, with 180 instructional days and 7 minimum days for parent teacher conference.

The school has a Parent Teacher Club that supports positive programs at our school, such as Renaissance and Red Ribbon week. Carroll Fowler has an active School Site Council and English Learner Advisory Committee that meets regularly. Realizing the importance of the partnership between staff, parents, and students, the Carroll Fowler Elementary staff strives to engage parents in all educational activities at Carroll Fowler. Surveys from the Safe and Civil Schools were sent out, and the results compiled as part of our needs assessments. The results will be shared with School Site Council, English Language Advisory Council and the Leadership Team to provide the basis for developing activities within the Title I school plan.

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

Grade Level	Number of Students
Kindergarten	117
Grade 1	94
Grade 2	89
Grade 3	95
Grade 4	96
Grade 5	95
Grade 6	87
Total Enrollment	673

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.9
Asian	3
Filipino	0.3
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.9
White	25.7
Two or More Races	1
Socioeconomically Disadvantaged	85
English Learners	29
Students with Disabilities	9.1
Foster Youth	0

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	28	26	30	
Without Full Credential	0	0	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 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	100.0	0.0
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

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: 12/16/2016

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. No school was found to be insufficient of textbooks and instructional materials in the 2013-2014 school year.

K-6 Adopted materials:

SRA/McGraw Hill Open Court Reading	2002
Houghton Mifflin Harcourt California Go Math! (K-5th grade)	2015
Holt McDougal Online (6th Grade)	2015
Houghton Mifflin Science	2008
Scott Foresman Social Studies	2007

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002 SRA/McGraw Hill Open Court Reading		0%
Mathematics	2015 Houghton Mifflin Harcourt California Go Math! (K-5th grade 2015 Holt McDougal Online (6th Grade)		0%
Science	2008 Houghton Mifflin Science		0%
History-Social Science	2007 Scott Foresman Social Studies		0%
Health	Yes		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Carroll Fowler is an older, but attractive school with pleasant landscaping and excellent custodial care. The office, bathrooms, and permanent classrooms have undergone modernization. All sanitation supplies are kept on hand to provide for continued restocking for appropriate sanitation and use. All rooms are cleaned and sanitized daily. All bathrooms are cleaned and sanitized daily, with frequent checking throughout the day to ensure appropriate restroom facilities for staff and students. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Facility inspections occur weekly to identify any areas 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 of priority.

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: 10/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Several Fire extinguishers did not have date tags at time of inspection.
Structural: Structural Damage, Roofs	X			One classroom was missing two ceiling tiles at time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Classroom 16 needs to be cleared of clutter and five classrooms including the library need to be dusted and cleared of cobwebs.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/23/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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	22	24	35	39	44	48
Mathematics	11	7	20	20	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	96	91	94.8	19.8
	4	97	95	97.9	23.2
	5	94	91	96.8	31.9
	6	96	94	97.9	22.6
Male	3	51	48	94.1	25.0
	4	54	52	96.3	13.5
	5	38	37	97.4	29.7
	6	49	48	98.0	12.5
Female	3	45	43	95.6	13.9
	4	43	43	100.0	34.9
	5	56	54	96.4	33.3
	6	47	46	97.9	33.3
Hispanic or Latino	3	69	65	94.2	16.9
	4	67	66	98.5	19.7
	5	61	60	98.4	28.3
	6	55	54	98.2	13.2
White	3	19	19	100.0	31.6
	4	25	24	96.0	33.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	31	29	93.5	41.4
	6	28	28	100.0	35.7
Socioeconomically Disadvantaged	3	89	84	94.4	17.9
	4	87	85	97.7	24.7
	5	79	77	97.5	27.3
	6	83	82	98.8	21.0
English Learners	3	31	27	87.1	
	4	20	19	95.0	5.3
	5	12	11	91.7	
	6	12	11	91.7	
Students with Disabilities	4	12	12	100.0	16.7

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
All Students	3	96	95	99.0	17.9
	4	97	96	99.0	3.1
	5	94	91	96.8	5.5
	6	97	94	96.9	3.2
Male	3	51	50	98.0	18.0
	4	54	53	98.2	1.9
	5	38	37	97.4	10.8
	6	49	48	98.0	2.1
Female	3	45	45	100.0	17.8
	4	43	43	100.0	4.7
	5	56	54	96.4	1.9
	6	48	46	95.8	4.3
Hispanic or Latino	3	69	68	98.5	13.2
	4	67	67	100.0	
	5	61	60	98.4	5.0
	6	56	54	96.4	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	19	19	100.0	31.6
	4	25	24	96.0	8.3
	5	31	29	93.5	6.9
	6	28	28	100.0	7.1
Socioeconomically Disadvantaged	3	89	88	98.9	14.8
	4	87	86	98.8	3.5
	5	79	77	97.5	5.2
	6	83	81	97.6	2.5
English Learners	3	31	31	100.0	6.5
	4	20	20	100.0	
	5	12	11	91.7	
	6	12	11	91.7	
Students with Disabilities	4	12	12	100.0	8.3

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
Science (grades 5, 8, and 10)	45	32	44	56	50	47	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	94	91	96.8	44.0
Male	38	37	97.4	51.4
Female	56	54	96.4	38.9
Hispanic or Latino	61	60	98.4	41.7
White	31	29	93.6	48.3
Socioeconomically Disadvantaged	79	77	97.5	41.6
English Learners	12	11	91.7	

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	26.3	24.2	33.7

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)

Parents and community members may become involved through a variety of ways. There is opportunity as a member of the English Language Advisory Council (ELAC), School Site Council (SSC), Family Engagement/PTC Committee, volunteering in the classroom, serving as a business partner with Carroll Fowler, and volunteering in the office and playground as needs arise. Parents should start by contacting the community liaison at (209) 556 - 1640 ex 2466.

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
Suspensions	5.7	3.5	9.1	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Safe School Plan is reviewed and modified each year. The Behavior Intervention/Leadership Team (formerly Safe and Civil Schools Committee) and School Site Council recommend changes based on review of information. Any changes are submitted to the School Site Council and then the School Board for approval. Carroll Fowler continues to implement safety and procedural strategies in both common areas (playground, restrooms, cafeteria) and classrooms. In addition, Carroll Fowler has adopted an anti-bullying policy which includes school-wide training and a process for investigating and correcting bullying offenses.

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
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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+
K	21	1	5		19	5	1		19	5	1	
1	23		4		24		4		24		4	
2	21	1	4		22		4		22		4	
3	23		4		24		4		24		4	
4	33			2	32		3		32		3	
5	28		3		28		3		28		3	
6	32		3		32		3		32		3	

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	0
Counselor (Social/Behavioral or Career Development)	1.2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	.58	N/A
Other	1	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	\$7,435.25	\$1,945.36	\$5,508.89	\$55,198.41
District	N/A	N/A	\$4,759.82	\$73,217
Percent Difference: School Site and District	N/A	N/A	15.7	-21.4
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	3.0	-22.8

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

Types of Services Funded (Fiscal Year 2015-16)

Services include consumable instructional materials, printing, and other classroom related resources. Funding from Title I, EIA (SCE and LEP), and General is strategically used to increase student achievement. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology, software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	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)

Professional development is an emphasis in Ceres Unified School District. The District's Educational Services Division has coordinated staff development for all staff. Aligning the current State Standards to the existing curriculum is a priority for staff in-service. The District also has instructional coaches available to assist and support teachers. Ceres Unified provides staff development to institute Google Chrome and Google Drive programs to assist staff with collaboration and prepare all CUSD staff for students utilizing individual technological devices.

Through various avenues of training and in-services, the Carroll Fowler staff identifies strategies for improving student achievement and reviewing current and new teaching strategies and methods. They work with the District to process, develop, and implement comprehensive, standards-based core programs that provide coordinated interventions for students not meeting standards-based benchmarks. Opportunities are provided to develop curriculum based on the state standards in reading, writing, science, social studies and math. Ongoing staff training is provided in the use and maintenance of technology to meet the needs of increased use of computers throughout the curriculum.

Alignment of staff development to standards, assessed student performance, and professional needs:

- Staff development activities at each site have emphasized providing opportunities for teachers to analyze grade level standards and align their classroom curriculum to those standards.
- Staff Development days are planned based upon specific district and site needs.
- Data is reviewed to drive improvement efforts, which trigger staff development plans.
- Site administrators, teachers, and staff are invited to participate in CUSD Leadership Academy
- Training has been provided in effective instructional strategies, CUSD Norms, Literacy Standards, and CCDI (Ceres Certificate of Direct Instruction)
- New teachers are invited to participate in Induction.
- The district's Professional Development Plans provides a focus on individual needs for staff development.
- Teachers are invited to participate in training opportunities on how to teach English Learners effectively.
- The County Office of Education offers workshops on staff development activities related to standards, assessment, and accountability.
- Teachers are working to implement the foundations of a Professional Learning Community.
- Staff is provided multiple opportunities to attend conferences to continue the development of PLCs, technology, strengthening curriculum and additional research based student centered topics.
- The district's Strategic Plan addresses the area of staff development and provides a list of district-wide and site-based activities.

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 grade level meeting times for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. In addition, teachers have monthly scheduled staff meetings with a set agenda. Topics discussed include EL teaching strategies, planning for the differentiated instruction time, analyzing data, and planning grade level curriculum and activities. The Leadership Team meets on a bi-monthly basis to discuss issues related to school instructional programs, scheduling, and student incentives. Grade level groups are also provided with up to six teacher release days per year to work with a district coach on breaking down standards, developing curriculum and assessments, and data based interventions.

The staff development plan concentrates on implementation of district and state standards, especially in the subjects of language arts and math. Objectives also include effective teaching strategies, Learning Centered Schools, Safe and Civil Schools, Family Engagement Strategies, and accessing and using technology. Staff attends conferences and workshops to broaden their scope of instructional strategies and augment curriculum. Staff members also use time during staff meetings to disseminate valuable information that was presented at a conference or seminar.

The goal of all professional development is to increase student achievement.