

Caswell 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	Caswell Elementary School
Street	1800 North Central Ave.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1620
Principal	Alfonso Navarro
E-mail Address	anavarro@ceres.k12.ca.us
Web Site	cerescaswell.sharpschool.net
CDS Code	50-71043-6052435

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

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

Caswell Elementary School, a Transitional Kindergarten-6 elementary school, is located in the heart of California's San Joaquin Valley and is surrounded by the suburban community of Ceres. The school, which was built in 1949, has undergone renovation. It is on a traditional attendance track. In the 2015-2016 school year Caswell had approximately 607 students. Over 95.0% of our student body was on free or reduced lunch. About 63.6% of the students enrolled were designated second language learners, Spanish being the majority language. Speech, language development, adaptive PE, and resource programs are provided as part of the Special Education Services. Supplemental programs are offered to students who are experiencing difficulty meeting state proficiency targets. Interventions include the following: After School Academic Intervention Program (AIP), after school English Language Development classes, after school migrant education classes, After School Education and Safety (ASES), and EL tutoring groups.

Caswell School, in partnership with our families, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship by focusing on the learning of each child. Additionally, our school has adopted for our Guidelines for Success - "ASPIRE", this acronym stands for: Act positively and responsibly, Show compassion, Pursue excellence, Incorporate respect in all you do, Rise to meet challenges, and Exhibit integrity. This motto will be on all of our behavior related communication forms and paper work. Supplemental programs include the following: After School Academic Intervention Program, summer school, and after school English Language Development classes. Extra curricular activities include chorus, music, beginning/advanced band, and serving on the Student Council. Our school-wide reward system includes Student of the Month, ASPIRE Awards, Renaissance, and assemblies for academic achievement and good behavior. Furthermore, an afternoon enrichment program (ASES) is available daily that is open to all Grades K-6 students.

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

Grade Level	Number of Students
Kindergarten	113
Grade 1	87
Grade 2	87
Grade 3	70
Grade 4	96
Grade 5	64
Grade 6	90
Total Enrollment	607

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.7
Asian	1.6
Filipino	0
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	1.3
White	8.6
Two or More Races	0
Socioeconomically Disadvantaged	93.9
English Learners	54.2
Students with Disabilities	5.3
Foster Youth	0.2

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	22	26	24	609
Without Full Credential	0	0	0	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	31

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	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: 2008

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. Caswell was found to have sufficient textbooks and instructional materials in the 2015-2016 school year

K-6 Adopted materials:

In 2015 CUSD adopted a computer based curriculum available to student both on and offline. This was recommended by the Math Committee and approved by the CUSD Board. Student Chromebooks were equipped with the HMH Math Go Math! application prior to being dispersed district wide for the 2015-16 school year.

SRA/McGraw Hill Open Court Reading 2002
 Houghten 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	Yes	0%
Mathematics	2015 K-6 HMH Math Go Math!	Yes	0%
Science	2008 Houghton Mifflin Science	Yes	0%
History-Social Science	2007 Scott Foresman Social Studies	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus is well maintained and the staff, students, and families take pride in their clean and safe campus. Caswell is an older site so a strict maintenance plan is extremely critical to the upkeep of the school. Mature trees create a pleasant park like atmosphere and are well maintained as are the many lawns and large field in the rear of the school. All staff are trained and instructed to report all safety hazards immediately. The facility is evaluated on a regular basis by both site administration and district personnel. Repairs that cannot be fixed by site staff are reported through an online work order system. District personnel manage and coordinate repair and maintenance needs. In addition, an internal work order process is used by teachers to report facility needs to the site custodians. The site principal monitors these facility needs through informal walk-throughs and custodian meetings. Annually District personnel conduct a formal facility inspection. The site principal and head custodian meet with the evaluating team to review findings and to devise a plan to address any improvements necessary to maintain a safe and clean school facility. In addition to parent and student surveys, all staff completes an annual facility satisfaction survey. Results are computed and a report is given to the site by District personnel. All results are used to assess ongoing needs and concerns in order to provide a learning environment that is clean, safe, and functional. Additional informational about the condition of the school’s facilities may be obtained by speaking with the school principal.

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: 8/29/16				
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			Room 32: There is non-firetreated fabric hanging in front of the restroom doors.
Structural: Structural Damage, Roofs	X			Grounds: The roof and gutters over the walkway between Buildings A and B are rotting.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/29/16				
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	24	28	35	39	44	48
Mathematics	15	16	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	70	67	95.7	25.8
	4	95	94	99.0	14.9
	5	63	63	100.0	38.1
	6	89	88	98.9	36.8
Male	3	36	34	94.4	24.2
	4	53	52	98.1	13.5
	5	35	35	100.0	28.6
	6	35	35	100.0	26.5
Female	3	34	33	97.1	27.3
	4	42	42	100.0	16.7
	5	28	28	100.0	50.0
	6	54	53	98.2	43.4
Hispanic or Latino	3	59	57	96.6	25.0
	4	86	85	98.8	10.6
	5	55	55	100.0	41.8
	6	77	76	98.7	36.8
Socioeconomically Disadvantaged	3	70	67	95.7	25.8
	4	92	91	98.9	14.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	62	62	100.0	38.7
	6	87	86	98.8	37.6
English Learners	3	35	35	100.0	14.3
	4	36	36	100.0	2.8
	5	16	16	100.0	12.5
	6	29	28	96.5	11.1
Students Receiving Migrant Education Services	4	14	14	100.0	14.3

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	70	67	95.7	25.8
	4	96	95	99.0	14.9
	5	63	63	100.0	12.7
	6	89	88	98.9	11.4
Male	3	36	34	94.4	24.2
	4	54	53	98.2	15.4
	5	35	35	100.0	8.6
	6	35	35	100.0	14.3
Female	3	34	33	97.1	27.3
	4	42	42	100.0	14.3
	5	28	28	100.0	17.9
	6	54	53	98.2	9.4
Hispanic or Latino	3	59	57	96.6	26.8
	4	86	85	98.8	11.8
	5	55	55	100.0	14.6
	6	77	76	98.7	11.8
Socioeconomically Disadvantaged	3	70	67	95.7	25.8
	4	93	92	98.9	14.3
	5	62	62	100.0	12.9
	6	87	86	98.8	11.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	35	35	100.0	17.1
	4	36	36	100.0	2.8
	5	16	16	100.0	6.3
	6	29	28	96.5	3.6
Students Receiving Migrant Education Services	4	14	14	100.0	21.4

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)	44	29	22	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	63	63	100.0	22.2
Male	35	35	100.0	22.9
Female	28	28	100.0	21.4
Hispanic or Latino	55	55	100.0	25.5
Socioeconomically Disadvantaged	62	62	100.0	22.6
English Learners	16	16	100.0	

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	20.6	23.8	39.7

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/families along with other members of the community are encouraged to be actively involved in the school. Opportunities include the following:

- Regular communication through the Caswell Newsletter (Cougar Connection)
- Translators for verbal and written communications
- Family Nights – annual Book Faire, Back-to-School Night, Kinder Skills Night, Family Fitness Night, Family Literature Night, PTC Movie Nights, Kinder parent Writing Workshops, Fall Festival
- Community partnership with Rotary International – i.e., Rotary Read-In
- Parent Teacher Club
- Parent Observation Day
- School Site Council, DAC
- English Learner Advisory Committee, DELAC
- School Advisory Council, SAC
- Coffee with the Principal
- Classes for parents – i.e., parenting, English as a second language, PIQE
- Parents and other family members serve as volunteers in the classroom or as chaperones on field trips
- Access to Healthy Start resources
- Resources through Ceres Partnership for Healthy Children
- Parent conferences
- Student Study Team meetings
- Weekly Parent Volunteer group
- Parent attendance at Superintendents Advisory Council
- Parent Survey's to collect information to improve school
- School-Student-Parent Compact
- Parent attended student recognition assemblies
- Caswell adopted a new Title 1 Parent Involvement Policy in 2013-2014.
- McDonald's Night
- Bi-literature Night
- Wednesday Volunteers
- DADS club
- Family Engagement Meetings

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	4.8	1.1	7.5	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The staff and administration at Caswell Elementary School are committed to providing a safe and secure environment for students and employees. Our Safe School Plan is designed to assist staff and students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Additionally, it will assist our school in providing a safe and civil learning environment. This plan was developed in compliance with California Code of Regulations, Title V, Education, Section 560 and is based on input from administrators, teachers, paraprofessionals, clerical staff, custodians, and other staff, parents, students, and law enforcement representatives. The major goal of this plan is to assist our school site in preparing for the potential of emergency situations. Our school continually strives to develop a comprehensive program, including ways to develop a culture that promotes responsibility, safety, respect, and opportunity for all. Our school is working with staff, students, and parents to create a Safe and Civil school, which demonstrates our Guidelines for Success. ASPIRE is the acronym we are using to promote this goal. It encompasses being positive, responsible, respectful, compassionate, always exhibiting integrity and pursuing excellence through meeting challenges. Through the work with Randy Sprick's Safe and Civil Schools, Caswell's ASPIRE team has accomplished a great deal in the past few years. Areas that address school-wide encouragement procedures have just begun to be reexamined and updated.

We are aware that one of the aspects of a safe school environment is the quality of the security and maintenance of the school grounds. The safety and appearance of the school grounds are likely to make an immediate impression on students, parents, and the community. That is why we continue to work hard to create an environment that is inviting and promotes safety, pride, sense of ownership, and freedom from fear. Providing a safe environment allows us to nurture in each student, the desire to contribute and to make meaning out of life. Safe and Civil Schools promotes and annual evaluation of safety preparedness including emergency procedures. Staff and students need to feel adequately prepared to deal with natural disasters, medical emergencies, and student behavior emergencies.

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	2003-2004	2008-2009
Year in Program Improvement*	Year 5	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	23		3		24		4		24		4	
1	22		3		21	3	1		21	3	1	
2	23		4		21		3		21		3	
3	21	2	2		24		4		24		4	
4	33		1	1	32		2		32		2	
5	33			2	32		2		32		2	
6	32		1	1	32		2		32		2	

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)	3	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.60	N/A
Social Worker	0	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist	1	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	\$7,309.91	\$1,564.27	\$5,745.65	\$71,708.68
District	N/A	N/A	\$6,451.10	\$76,084.71
Percent Difference: School Site and District	N/A	N/A	-10.9	-5.8
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	1.2	-3.4

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

Types of Services Funded (Fiscal Year 2015-16)

Caswell received funds for Title I, EIA (SCE and LEP), and General in the 2015-2016 school year. These funds are strategically used to increase student achievement. Funds are used to purchase support staff (administrative assistant, a library-media clerk, and paraprofessionals), print shop, instructional supplies, interventions, supplementary materials, professional development, technology, etc.

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)

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. Teachers attend grade level and staff meetings where professional development and staff collaboration on student achievement are the highest priorities.

Caswell utilizes research based "best practices" through the implementation of the CUSD Instructional Norms and the Ceres Certification of Direct Instruction process. Teachers work in collaborative teams to share lessons and best practices, examine data to learn how students are learning, and make plans to address the needs of the students haven't learned and celebrate our successes. Teachers have attended various workshops to support this work. The staff has also studied research and implemented practices from the 90-90-90 schools research.

The district participates in BTSA 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.