

# Cesar Chavez Junior High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Cesar Chavez Junior High School
<b>Street</b>	2701 Eastgate Blvd
<b>City, State, Zip</b>	Ceres, CA 95307
<b>Phone Number</b>	209-556-1830
<b>Principal</b>	Rosemarie Kloepfer
<b>E-mail Address</b>	rkloepfer@ceres.k12.ca.us
<b>Web Site</b>	<a href="http://chavez.ceres.k12.ca.us/">http://chavez.ceres.k12.ca.us/</a>
<b>CDS Code</b>	50710430123679

<b>District Contact Information</b>	
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209-556-1500
<b>Superintendent</b>	Scott Siegel, Ed.D.
<b>E-mail Address</b>	cpietanza@ceres.k12.ca.us
<b>Web Site</b>	www.ceres.k12.ca.us

### **School Description and Mission Statement (School Year 2018-19)**

Cesar Chavez Junior High School (CCJHS) is located in the community of Ceres in Stanislaus County. The school serves a student population of 651 students (330 7th grade students and 321 8th grade students). CCJHS opened in 2011 and reflects the community in that it serves a wide range of cultural, linguistic, and socio-economic stakeholders. The school's beautiful campus boasts state of the art classrooms, a library, a multipurpose room, a dance studio, a music building, an art room, and a gymnasium. The grounds include a quarter-mile track, a football field, basketball courts, a softball diamond, and a baseball diamond. Cesar Chavez offers a variety of core and elective classes to all students: English Language Arts (ELA), mathematics, social studies, science, physical education (PE), and various electives. Special education programs on campus include resource (RS), learning handicapped (SDC/LH), and severely handicapped (SH).

Cesar Chavez Junior High School's Mission Statement is: T.I.G.E.R.S "As a Team, Cesar Chavez JHS is committed to providing an Innovative Goal-oriented Education with a Rigorous curriculum, leading to Success for all students." As educators we collectively agree to commit to learning for all students. The School Site Council (SSC) meets throughout the school year to provide input, review, and evaluate the School Plan for Student Achievement (SPSA), Local Control Accountability Plan (LCAP), and Site Strategic Plan; provide suggestions for future directions; and to oversee the general school improvement process. The English Learner Advisory Committee (ELAC) and Family Engagement Team (FET) also meet throughout the school year. In addition, the school staff encourages parent participation in the classroom in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms (as evidenced by Cesar Chavez's Parent Site Visit) and chaperone school sponsored events (such as school dances and field trips). Information regarding upcoming events and special activities is sent home regularly through the Parent Square messaging system, school website, social media (Facebook, Twitter, Instagram), Remind (a phone texting application), and monthly Tiger Times newsletter.

CCJHS will continue to focus on incorporating literacy across all content areas, as well as gaining deeper knowledge of the California Math standards. Regarding English Learner (EL) students specifically, CCJHS has 24 that have been placed in an English Language Development (ELD) class, with the hope that their English will improve enough so that they can drop the ELD course. CCJHS ELs are specifically focused on, especially those that are considered Long Term English Learner (LTEL) students, to ensure academic growth. District instructional coaches work with CCJHS teachers and admin so that all become well versed in strategies to assist these students in growing academically. 7% of CCJHS students most recently tested in the overall Early Advanced and Advanced levels on the California English Language Development Test (CELDT), and because of this, CCJHS staff are hoping that approximately that percentage of students will attain Reclassified Fluent English Proficient (RFEP) status. In addition, ELs took the English Language Proficiency Assessments of California (ELPAC), which replaced the CELDT, for the first time at the end of the last school year. Data will be used from that assessment to make further decisions regarding CC's ELs.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	325
<b>Grade 8</b>	335
<b>Total Enrollment</b>	660

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.6
Asian	8.6
Filipino	1.1
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.9
White	12.1
Socioeconomically Disadvantaged	85.3
English Learners	16.4
Students with Disabilities	13.6
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	25	28	613
Without Full Credential	1	5	2	40
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	38

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** 2018/10

The school district held a public hearing on September 27, 2018, 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, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
<b>Mathematics</b>	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
<b>Science</b>	Grade 7 Pearson/Prentice Hall CA Edition Focus on Life Science (2008) Grade 8 Pearson/Prentice Hall CA Edition Focus on Physical Science (2008)	Yes	0%
<b>History-Social Science</b>	Grades 7-8: History Alive!, TCI Grade 7: The Medieval World and Beyond (2019) Grade 8: The United States through Industrialism (2017)	Yes	0%
<b>Foreign Language</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
<b>Health</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
<b>Visual and Performing Arts</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%

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

Cesar Chavez has a safe, clean, well-maintained campus that includes a multipurpose room, a gymnasium, a football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize the Cesar Chavez facilities due to its high quality. There are no planned or recently completed facility improvements (including maintenance to ensure the site is in good repair).

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 12/17/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<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	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Classroom 601: There is a non-operational sink and water fountain. Gym: There is a water fountain in the Gym entrance with low water pressure. There are two water fountains in the Gym with high water pressure.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Classroom 403: There is a table next to the Fire Extinguisher. Classroom 504: There is a desk next to the Fire Extinguisher. Multiuse Room: There was a chemical spray bottle left out.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 12/17/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	35.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	19.0	16.0	21.0	25.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	638	624	97.81	34.83
Male	315	311	98.73	27.42
Female	323	313	96.90	42.17
Black or African American	22	21	95.45	14.29
American Indian or Alaska Native	--	--	--	--
Asian	57	54	94.74	46.30
Filipino	--	--	--	--
Hispanic or Latino	469	461	98.29	32.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	70	97.22	41.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	545	532	97.61	31.83
English Learners	215	207	96.28	16.02
Students with Disabilities	66	65	98.48	4.62
Students Receiving Migrant Education Services	13	13	100.00	30.77
Foster Youth	--	--	--	--

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 2017-18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	638	628	98.43	16.24
<b>Male</b>	315	312	99.05	14.1
<b>Female</b>	323	316	97.83	18.35
<b>Black or African American</b>	22	21	95.45	4.76
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	57	57	100	33.33
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	469	462	98.51	14.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	72	70	97.22	14.29
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	545	536	98.35	14.37
<b>English Learners</b>	215	212	98.6	5.19
<b>Students with Disabilities</b>	66	65	98.48	1.54
<b>Students Receiving Migrant Education Services</b>	13	13	100	23.08
<b>Foster Youth</b>	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.5	14.6	14.6

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 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 2018-19)**

CCJHS is a family friendly school that offers a variety of opportunities to families so that said families may contribute to the success of their students. Parents are encouraged to join the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Family Engagement Team (FET), all of which hold numerous meetings throughout the school year. Opportunities to join such committees and to volunteer for various events are publicized via the annual Welcome to the Jungle event, flyers, Parent Square messages, the school website, the monthly Tiger Times newsletters, and through social media (CCJHS's Facebook, Instagram, and Twitter accounts). Parent education is offered on an annual basis through the FACTOR (Families Acting Toward Results) program. Parent Conference Week occurs twice a year, and as needed, additional conferences with specific families occur throughout the school year. All print information and Parent Square messages are in both English and Spanish, and translation services are provided as needed via telephone and or in person.



## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	13.1	15.2	14.7	7.7	10.1	7.0	3.7	3.7	3.5
<b>Expulsions</b>	0.3	1.2	0.9	0.2	0.3	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The School Safety Plan (SSP) is reviewed each year with the staff and the School Site Council (SSC). Input was reviewed, discussed, and updated with the faculty in October, will be presented to the SSC in February, and will be submitted to the School Board for approval by March. The SSP primarily addresses school climate and the school's physical environment. School climate has three sub goals: high-risk behaviors; student motivation; and connections with students, staff, parents, and the community. Activities to address bullying, student activities, conflict resolution, and counseling needs are embedded. The physical environment of CCJHS is also broken into three sub-goals: disaster preparedness, arrival and dismissal procedures, and security and supervision in high need areas.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	29.0	4	4	14	28.0	3	17	4	27.0	3	16	6
<b>Mathematics</b>	30.0	3	6	12	25.0	10	13	3	24.0	6	20	1
<b>Science</b>	26.0	7	10	7	26.0	6	15	4	25.0	10	12	4
<b>Social Science</b>	30.0	4	1	16	26.0	4	22		24.0	9	16	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	2	325
<b>Counselor (Social/Behavioral or Career Development)</b>	2	N/A
<b>Library Media Teacher (Librarian)</b>	1	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,154.96	\$1,994.89	\$7,160.07	\$77,039.49
District	N/A	N/A	\$6,451.10	\$78,515
Percent Difference: School Site and District	N/A	N/A	10.4	-1.9
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	0.5	-3.4

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 2017-18)

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 (SPSA). 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,742	\$49,512
Mid-Range Teacher Salary	\$76,883	\$77,880
Highest Teacher Salary	\$103,252	\$96,387
Average Principal Salary (Elementary)	\$116,427	\$123,139
Average Principal Salary (Middle)	\$123,168	\$129,919
Average Principal Salary (High)	\$137,253	\$140,111
Superintendent Salary	\$228,718	\$238,324
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

In the 2016-2017 school year, the school site had 18 planning days and 5 professional development days. In the 2017-2018 school year, the school site had 18 planning days and 5 professional development days. For the 2018-2019 school year, CCJHS has 18 planning days scheduled as well as 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District (CUSD) is dedicated to a variety of professional development opportunities for staff. Mondays after school are dedicated to department meetings, grade level meetings, staff meetings, and department chair meetings. These meetings allow for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

All Language Arts teachers have had the SpringBoard training and have fully implemented the SpringBoard curriculum at Cesar Chavez. Also, the social studies department has completed the Teachers' Curriculum Institute (TCI) training and also are fully implementing the TCI curriculum. In addition to this training, the entire Cesar Chavez staff has had training in instructional strategies that include school-wide literacy training, academic vocabulary, power writing, and EL strategies. 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.