

Don Pedro Elementary

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)

| School Contact Information | |
|-----------------------------------|--------------------------|
| School Name | Don Pedro Elementary |
| Street | 2300 Don Pedro Rd. |
| City, State, Zip | Ceres, CA 95307-0307 |
| Phone Number | 209.556-1630 |
| Principal | Tami Garcia |
| E-mail Address | tagarcia@ceres.k12.ca.us |
| Web Site | dp.ceres.k12.ca.us |
| CDS Code | 50-71043-6052443 |

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

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

The annual School Accountability Report Card provides us with the opportunity to share information about Don Pedro Elementary School in Ceres, Ca.

Don Pedro Elementary is one of fourteen elementary schools in the Ceres Unified School District located in Stanislaus County, one of the largest agricultural areas in the world; approximately 90 minutes from San Francisco. Don Pedro Elementary is a TK, K-6 school operating a Title I School-wide Program on a modified traditional calendar. The school's population totaling approximately 580 students is assigned to 13 primary classrooms, 9 intermediate classrooms. Class size reduction has been implemented in all K-3 classrooms with a maximum of 24 students per class. In addition to its TK-6th gr classrooms, state preschool and a regionalized class for ED 4-5-6 grade students operate on site. Ninety-four percent of the student population is eligible to receive free and reduced price meals. Don Pedro Elementary has a diverse student enrollment with sixty percent of the student population identified as English Learners, the majority of those having Spanish as a primary language. English Learners at the school have been assigned to appropriate programs with qualified staff providing instructional services. The school facility includes a library and a computer laboratory. The site also has wifi Internet access and every student has a technology device. Each individual classroom has technological equipment to assist with instructional delivery. These items include: student chromebooks, class projector, document camera, and tablet. Students are provided additional support through on-site extended day activities addressing academics, enrichment, and recreation.

Don Pedro Elementary School

mission--All Together: Working, Learning and Growing

vision--All students learn at higher levels through a collaborative and responsive culture that promotes continuous improvement and student success.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 88 |
| Grade 1 | 60 |
| Grade 2 | 68 |
| Grade 3 | 71 |
| Grade 4 | 77 |
| Grade 5 | 80 |
| Grade 6 | 94 |
| Total Enrollment | 538 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.3 |
| American Indian or Alaska Native | 0.0 |
| Asian | 1.9 |
| Filipino | 0.4 |
| Hispanic or Latino | 86.6 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 9.3 |
| Socioeconomically Disadvantaged | 96.1 |
| English Learners | 58.9 |
| Students with Disabilities | 11.2 |
| Foster Youth | 1.9 |

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 | 26 | 21 | 23 | 613 |
| Without Full Credential | 0 | 1 | 2 | 40 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 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 |
|---|---|----------------------------------|---|
| Reading/Language Arts | Grades K-6 Benchmark Advance (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 Houghton Mifflin California Science (2007) | Yes | 0% |
| History-Social Science | California Studies Weekly (2017)2018 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Yes | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Don Pedro School is an clean facility with landscaping and security fence surrounded the perimeter. The school is maintained based on a regular landscaping schedule and repairs are completed through a work order process to ensure the regular upkeep and maintenance of the facilities.

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/2018 | | |
|--|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/2018 | | |
|--|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Safety: Fire Safety, Hazardous Materials | Good | Classroom 14: There were unmarked spray bottles under the sink. Classroom 20: There were objects under and next to the fire extinguisher. Classroom 25: There were objects under and next to the fire extinguisher. Classroom 3: There were hand sanitizing wipes left out. Classroom 9: There were unmarked spray bottles under the sink. |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 12/5/2018 | |
|---|------|
| Overall Rating | 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 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) | 30.0 | 26.0 | 38.0 | 42.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 18.0 | 23.0 | 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 | 325 | 324 | 99.69 | 26.23 |
| Male | 170 | 169 | 99.41 | 20.71 |
| Female | 155 | 155 | 100.00 | 32.26 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 284 | 284 | 100.00 | 25.70 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 29 | 28 | 96.55 | 32.14 |
| Socioeconomically Disadvantaged | 316 | 315 | 99.68 | 26.03 |
| English Learners | 235 | 235 | 100.00 | 26.38 |
| Students with Disabilities | 41 | 40 | 97.56 | 0.00 |
| Students Receiving Migrant Education Services | 24 | 24 | 100.00 | 20.83 |
| 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)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 324 | 323 | 99.69 | 23.22 |
| Male | 170 | 169 | 99.41 | 19.53 |
| Female | 154 | 154 | 100 | 27.27 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 283 | 283 | 100 | 22.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 29 | 28 | 96.55 | 28.57 |
| Socioeconomically Disadvantaged | 315 | 314 | 99.68 | 22.61 |
| English Learners | 234 | 234 | 100 | 23.93 |
| Students with Disabilities | 41 | 40 | 97.56 | 5 |
| Students Receiving Migrant Education Services | 24 | 24 | 100 | 16.67 |
| Foster Youth | -- | -- | -- | -- |

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 |
| Science (grades 5, 8, and 10) | 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 |
| 5 | 24.7 | 9.9 | 18.5 |

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)

Parent involvement is considered a vital component in maximizing student achievement; therefore, Don Pedro families and friends are encouraged to:

- Be a role model at home by demonstrating a positive attitude towards education and maintaining high expectations for academic achievement and appropriate behavior.
- Monitor their child's school work and provide support by establishing a quiet study place at home and scheduling regular time to study and read together daily.
- Maintain two-way communication with the school. All staff can be readily contacted in person or by telephone, hand-delivered notes, or email. School notices are sent home as reminders within the weekly Wednesday folder, and a monthly newsletter, THE DOLPHIN SPLASH, contains up-to-date school events calendars. In addition, Back-to-School Night, parent conferences, and Open House are important avenues for parent contact.
- Take an active role in the school by participating in our monthly parent meetings, School Site Council, and/or English Learner Advisory Committee.
 - *monthly parent coffee meetings share community resources with families. topics include: nutritional family meals, social-emotional learning, community health resources
- Make special events at school a family affair by attending Family Nights and the Winter Performance.
- Honor student success with attendance at Spirit rallies, Student of the Month luncheons, and Honor Roll assemblies.
- Serve as a classroom volunteer or chaperone on field trips. Parents are always welcome to visit even if they are unable to volunteer on a regular basis.
- Support school-wide fundraisers and community drives including the annual Jog-a-Thon, movie night and family events.
- Complete school surveys to spotlight areas of strength/weakness.

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 |
| Suspensions | 4.0 | 6.2 | 9.6 | 7.7 | 10.1 | 7.0 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.2 | 0.3 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

A comprehensive school safety plan is maintained with reviews conducted annually. The Plan includes a detailed Incident Management Team Handbook which specifies the following:

- Emergency telephone numbers
- Incident Management Team members
- General crisis response procedures
- Incident Management Team responsibilities
- Guidelines/emergency codes
- Procedures for evacuations
- Procedure for drop, cover, and hold
- Procedure for Code Three—lockdowns
- Procedures for terrorist threat conditions

- Emergency utility shut-off locations
- Evacuation routes
- Staging areas
- Crisis response checklist

The Plan outlines annual goals in the area of school climate and physical environment. Furthermore, District policy is delineated regarding sexual harassment, child abuse reporting, expulsions/ suspensions, teacher notification regarding students engaged in acts described in 48900, dress code, hate crimes, and conduct code.

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 | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 24 | | 4 | | 22 | 1 | 3 | | 22 | | 4 | |
| 1 | 20 | 3 | 1 | | 23 | | 3 | | 20 | 3 | | |
| 2 | 24 | | 3 | | 19 | 4 | | | 23 | | 3 | |
| 3 | 20 | 4 | | | 19 | 4 | | | 24 | | 3 | |
| 4 | 32 | | 3 | | 25 | | 3 | | 26 | | 3 | |
| 5 | 30 | | 3 | | 30 | | 3 | | 27 | | 3 | |
| 6 | 26 | 1 | 2 | | 29 | | 3 | | 31 | | 3 | |
| Other | | | | | 11 | 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.

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 0.33 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 0.33 | N/A |
| Resource Specialist (non-teaching) | 0 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$9,050.49 | \$1,990.07 | \$7,060.42 | \$83,714.59 |
| District | N/A | N/A | \$6451.10 | \$78,515 |
| Percent Difference: School Site and District | N/A | N/A | 9.0 | 6.4 |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference: School Site and State | N/A | N/A | -0.9 | 5.0 |

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)

Don Pedro received monies for Title I and LCAP entitlements. These monies were utilized to fund a portion of the salaries for a media clerk and instructional aides.

In addition, monies provided professional learning, instructional supplies & materials, supplementary materials, and technology.

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 5 professional development days. In the 2017-2018 school year, 5 professional development days. In the 2018-2019 school year, 5 professional development days. Each year, teachers also have professional learning opportunities covered through substitute teacher coverage.

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. 240 minutes 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.

Professional Development days have afforded teachers the opportunity to receive additional training related to lesson design and delivery of district instructional norms to maximize student engagement during instruction. In addition, District coaches have provided classroom demonstrations and workshops, as well as lesson study professional learning, upon request in support of the school's established goals. Classroom visitations have been equally valuable giving grade-level teams the time to view curricular areas of interest and debrief during a subsequent planning time.

The District participates in an 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.