

Whitmore Charter School of Technology

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 | Whitmore Charter School of Technology |
| Street | 3435 Don Pedro Rd. |
| City, State, Zip | Ceres, CA 95307 |
| Phone Number | 209.556.1610 |
| Principal | Sarah Olson |
| E-mail Address | saolson@ceres.k12.ca.us |
| Web Site | http://wcs.ceres.k12.ca.us/ |
| CDS Code | WCHS 50710430107136 WCS 50710430107128 |

| District Contact Information | |
|-------------------------------------|---------------------------|
| District Name | Whitmore Charter |
| 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)

At Whitmore Charter Schools, we are committed to the support of families and students in meeting rigorous academic standards, to promoting experiential, life-long learning skills, and to building a unique learning community which recognizes that parental involvement and partnership in education are critical for student success. Our goal is to provide all students with a challenging, technology-infused curriculum which emphasizes critical thinking skills and practical applications through student-centered instructional delivery methods that engage the mind and meet the unique learning needs of individual students. We are committed to promoting academic excellence, accountability, character development, and the personal responsibility of each student for their own education. Students of the Whitmore Charter School of Technology are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers who understand how to use technology as a valuable tool for learning, creativity and productivity, and who recognize that education is a life-long process.

Whitmore Charter School of Arts and Technology (WCSAT) is located in the south east area of Ceres and is in the Ceres Unified School District. The school was opened in 2003 and moved to its current location in the fall of 2007. The school includes 38 classrooms, a cafeteria, a library, an administration office and two outdoor play areas, including two playground structures.

Whitmore Charter School of Arts and Technology is a kindergarten through eighth grade school with approximately 425 students. School staff includes a principal, assistant principal, learning director, twenty-five certificated teachers, one resource specialist, five paraprofessionals, one library clerk, nurse, health clerk, speech pathologist, psychologist, an office manager, an attendance secretary, an office clerk and ten other staff members, which include cafeteria, custodial, and yard duty staff members.

Students in grades kindergarten through fifth grade have the opportunity to attend dance, drama, art, music, or physical education daily. Students at these grade levels also receive additional instruction in technology multiple times a week.

The school year consists of 180 instructional days with six minimum days for parent conferencing. The students have 350 instructional minutes per day. The school has a Parent Booster Club that supports extra-curricular programs, classroom budgets, special events and facilities for the school.

Supplemental programs include the following: after school Academic Intervention Program, ASES (after school enrichment program) and designated intervention time which is incorporated into the regular school day for K-5 students. Various services for students are available, including Speech and Language development services and Resource programs are provided as part of the Special Education services. Resource students are all mainstreamed and English Language Learners are all provided support thorough interventions within the regular classroom setting.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 44 |
| Grade 1 | 44 |
| Grade 2 | 44 |
| Grade 3 | 44 |
| Grade 4 | 50 |
| Grade 5 | 50 |
| Grade 6 | 50 |
| Grade 7 | 50 |
| Grade 8 | 50 |
| Total Enrollment | 426 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.2 |
| American Indian or Alaska Native | 0.5 |
| Asian | 5.4 |
| Filipino | 1.6 |
| Hispanic or Latino | 50.5 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 36.9 |
| Socioeconomically Disadvantaged | 47.7 |
| English Learners | 11.3 |
| Students with Disabilities | 11.3 |
| Foster Youth | 0.2 |

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 | 25 | 24 | 21 | 613 |
| Without Full Credential | 2 | 2 | 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-5 Benchmark Advance (2017)/2017; Grades 6-8 Springboard (2017) | Yes | 0% |
| Mathematics | Grades K-8 Houghton Mifflin Harcourt Go Math (2015) | Yes | 0% |
| Science | Grades K-5 Harcourt Brace Science (2000); Grades 6-8 Holt Science & Technology (2001) | Yes | 0% |
| History-Social Science | Grades K-5 Studies Weekly (2018); Grades 6-8 TCI History Alive (2018) | Yes | 0% |
| Foreign Language | Yes | Yes | |
| Health | Yes | Yes | |
| Science Laboratory Equipment (grades 9-12) | Yes | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur regularly to identify immediate concern for repair. Twice a year, a thorough inspection occurs by a team comprised of site and district personnel to identify future areas to address and prioritize facility needs. Our school regularly earns a rating of "9" or "10" on 1-10 scale.

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: 2/28/2018 | | |
|---|---------------|--|
| 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 | Primary Boys Restroom: There is a sink that is non-operational. |
| Safety: Fire Safety, Hazardous Materials | Good | Advisory Teachers Office: There is a piggybacked extension cord. Classroom 15: There are chemicals out or under the sink area. Classroom 29: There are chemicals out or under the sink area. Classroom 3: There are beanbag chairs that have not been fire treated. Classroom 6: There are beanbag chairs that have not been fire treated. There are chemicals out or under the sink area. |
| 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: 2/28/2018 | |
|---|------|
| 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) | 59.0 | 73.0 | 38.0 | 42.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 31.0 | 38.0 | 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 | 294 | 288 | 97.96 | 72.57 |
| Male | 149 | 144 | 96.64 | 69.44 |
| Female | 145 | 144 | 99.31 | 75.69 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 15 | 15 | 100.00 | 86.67 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 147 | 145 | 98.64 | 67.59 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 112 | 108 | 96.43 | 75.93 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 142 | 141 | 99.30 | 67.38 |
| English Learners | 51 | 51 | 100.00 | 64.71 |
| Students with Disabilities | 36 | 32 | 88.89 | 37.50 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 | 294 | 288 | 97.96 | 37.85 |
| Male | 149 | 144 | 96.64 | 39.58 |
| Female | 145 | 144 | 99.31 | 36.11 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 15 | 15 | 100 | 80 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 147 | 145 | 98.64 | 28.97 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 112 | 108 | 96.43 | 45.37 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 142 | 141 | 99.3 | 30.5 |
| English Learners | 51 | 51 | 100 | 29.41 |
| Students with Disabilities | 36 | 32 | 88.89 | 25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 | 8.0 | 20.0 | 48.0 |
| 7 | 10.0 | 18.0 | 56.0 |

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.

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 and engagement in each child’s educational process is supported and encouraged at Whitmore Charter School of the Arts and Technology (WCSAT) as a crucial element to student success. Parents or guardians are encouraged to monitor and help their children with their daily homework, projects, research and other studies at home. In addition to working directly with their own child(ren), each parent or guardian is encouraged to volunteer in the classroom, on field trips, in fundraisers, and at special school events and activities.

The WCSAT School Site Council is comprised of site/district administrator(s), teachers, community members, and parents who have been elected by their peers. The school also works with parents to develop and adopt a set of parent involvement policies and strategies. The School Site Council meets regularly to review policy decisions. Additionally, the School Site Council focuses on specific issues faced by various groups of students, including ELL students and disadvantaged families. Opportunities for parent involvement are publicized in our newsletters and in our ParentSquare system in the form of emails, text messages and phone calls.

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 | 1.4 | 2.1 | 2.5 | 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)

Whitmore Charter School of Technology and the Arts plans and executes regular fire drill practices, earthquake drill practices and periodic lockdown practices in partnership with the Ceres Police Department and Ceres Fire Department. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the leadership team and safety committee which consists of classroom teachers, classified staff and administration. WCSAT works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "ParentSquare" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

The Safe School Plan is reviewed and modified each year in the fall, as needed. The Safe School Committee, comprised of administrators and teachers, recommends changes based on review of information.

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 | 22 | | 2 | | 22 | | 2 | | 22 | | 2 | |
| 1 | 22 | | 2 | | 22 | | 2 | | 22 | | 2 | |
| 2 | 22 | | 2 | | 22 | | 2 | | 22 | | 2 | |
| 3 | 22 | | 2 | | 22 | | 2 | | 22 | | 2 | |
| 4 | 25 | | 2 | | 25 | | 2 | | 25 | | 2 | |
| 5 | 25 | | 2 | | 25 | | 2 | | 25 | | 2 | |
| 6 | 25 | | 16 | | 25 | | 14 | | 25 | | 14 | |

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 | 1 | 425 |
| Counselor (Social/Behavioral or Career Development) | 0.4 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 0.20 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.10 | N/A |
| Speech/Language/Hearing Specialist | 0.60 | N/A |
| Resource Specialist (non-teaching) | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$11,062.79 | \$2,661.86 | \$8,400.94 | \$63,831.24 |
| District | N/A | N/A | \$6,451.10 | \$78,515 |
| Percent Difference: School Site and District | N/A | N/A | 26.3 | -20.6 |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference: School Site and State | N/A | N/A | 16.4 | -22.1 |

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)

Educational services funded at Whitmore Charter School include direct instructional and support services, administrative services, curriculum and supplies, and related expenditures.

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)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to review benchmark data, collaborate, learn strategies, and develop action plans to meet identified student needs. Teachers are also provided with early release collaboration time one Wednesday a month.

Staff development is accomplished through participation in district sponsored professional development opportunities and through site based opportunities.

The district participates in Induction 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 instructional 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.