

Cesar Chavez Junior High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Cesar Chavez Junior High School
Street	2701 Eastgate Blvd
City, State, Zip	Ceres, CA 95307
Phone Number	209-556-1830
Principal	Casey Giovannoni
Email Address	cgiovannoni@ceres.k12.ca.us
Website	http://chavez.ceres.k12.ca.us/
County-District-School (CDS) Code	50710430123679

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209-556-1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Cesar Chavez Junior High School (CCJHS) is located in the community of Ceres in Stanislaus County. The school serves a student population of 689 students (7-6th grade students, 327-7th grade students, and 355-8th 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. CCJHS 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 mild/moderate (Resource [RS] and Learning Handicapped [LH]) and moderate/severe (SH). Beginning in the 2019-2020 school year, Cesar Chavez implemented a Dual Language Immersion (DLI) strand. The DLI program is now offered in both 7th and 8th grades. The classes are Spanish Language Arts, Spanish Social Studies, and Spanish Science.

CCJHS's Mission Statement is "To ensure high levels of learning for all students." Reflecting this, teachers work closely in PLCs (professional learning communities) and most all math and ELA teachers have one period of response to intervention (RTI) where they either push in to other classes or pull students out to offer Tier II services. CCJHS values its stakeholders, including them in various programs, such as School Site Council (SSC), which meets throughout the school year to provide input, review, and evaluate the Comprehensive School Safety Plan, the School Plan for Student Achievement, and the Strategic School Plan; provide suggestions for future directions; and to oversee the general school improvement process. Additionally, 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 CCJHS's Parent Site Visits) 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 and Instagram), and monthly Tiger Times newsletter.

Due to the pandemic and school closures in the 2019-2020 school year, the most recent data is from 2018-2019. At that time, the suspension indicator on the California Schools Dashboard was in orange; as such, campus culture and climate is a major focus, with the intended goal of lowering class and home suspensions. Additionally, the math indicator on the California Schools Dashboard was in the red; as such, this is another area of major focus. CCJHS is currently working with the Stanislaus County Office of Education (SCOE) on implementing more effective instructional strategies in our math classrooms. Additionally, we are exploring the 5E model of instruction in our math classes. The ELA indicator on the California Schools Dashboard was in orange, and as a result, is yet another major focus. Through continued focus on the PLC process as well as working with SCOE on more effective instructional strategies related to literacy, our hope is that such scores improve. Additionally, our Chronic Absenteeism indicator on the dashboard was in orange; to combat this, we have worked on improving campus climate and culture so that students are eager to come to school. We have also implemented further communication and meetings with the parents of students that are regularly absent. In order to decrease our home suspensions, multiple consultants have been utilized to improve staff culture and climate as well as train staff in restorative practices. In the 2019-2020 school year, the Alternative to Suspension (A2S) program was implemented, where students participated in and received Tier II counseling services in lieu of a home suspension. This program will continue once we are back to in person learning.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	355
Grade 8	332
Total Enrollment	687

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	7.9
Filipino	0.3
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.7
White	8.7
Two or More Races	1.2
Socioeconomically Disadvantaged	84.1
English Learners	18.5
Students with Disabilities	9.9
Foster Youth	0.7
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	30	30	617
Without Full Credential	2	3	4	25
Teaching Outside Subject Area of Competence (with full credential)	3	5	5	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, 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, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

School Facility Conditions and Planned Improvements

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. Under normal circumstances, many community groups in Ceres utilize the Cesar Chavez facilities due to its high quality. Cesar Chavez purchased 2 new storage units and will be acquiring 10 permanent tables that will be placed outdoors for student usage. Besides this planned improvement to the site, there are no other planned or recently completed facility improvements (including maintenance) to ensure the site is in good repair.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/7/2019

System Inspected	Rating	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	Classroom 410: There are boxes blocking the network unit. Library: There is a piggy back power strip.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 601: There is a non operational water fountain. Gym: There is a water fountain with low water pressure.
Safety: Fire Safety, Hazardous Materials	Good	Classroom 602: There are chemicals underneath the sink.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	33	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	18	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 site social media 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. Lastly, at least one Parent Site Visit is held annually, wherein parents are allowed to visit classrooms to get a better understanding of the educational process.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.2	14.7	10.1	7.0	3.6	3.5
Expulsions	1.1	0.9	0.3	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.6	6.2	3.5
Expulsions	1.9	0.4	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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, and will be presented to the SSC in January. This will then be submitted to the Child Welfare and Attendance (CWA) office for approval. From there, it will go to the School Board of Trustees for final approval by March. The SSP primarily addresses school climate and the school's physical environment. School climate has three sub goals 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	27	3	16	6	26	4	15	7	26	10	11	9
Mathematics	24	6	20	1	26	6	12	7	28	2	15	6
Science	25	10	12	4	28	4	13	6	29	3	13	7
Social Science	24	9	16	2	28	4	12	7	28	4	14	6

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,262.23	2,614.34	8,647.90	86,160.59
District	N/A	N/A	7,932.61	\$82,555
Percent Difference - School Site and District	N/A	N/A	8.6	4.3
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	11.0	1.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,950	\$52,484
Mid-Range Teacher Salary	\$81,650	\$81,939
Highest Teacher Salary	\$109,654	\$102,383
Average Principal Salary (Elementary)	\$122,754	\$129,392

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$123,185	\$136,831
Average Principal Salary (High)	\$146,921	\$147,493
Superintendent Salary	\$241,034	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	23	32	5

During the 2017/2018 school year, CCJHS had 18 planning days and 5 professional development days. For the 2018-2019 school year, CCJHS had 18 planning days scheduled as well as 5 professional development days. For the 2019/2020 school year, CCJHS had 27 planning days and 5 professional development days planned. For the 2020/2021 school year, CCJHS has 0 planning days due to the COVID-19 Pandemic and schools being closed and 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, PLC meetings, staff meetings, and Guided Coalition (GC) meetings. These meetings allow for teachers to collaborate, learn strategies, continue the PLC process, and drive the site forward in its areas of need.

Because we started the year in distance learning, the offerings for professional development to date have been structured to support that work. In addition professional development, the entire CCJHS staff has had training in instructional strategies that include school-wide literacy training, direct instruction, EL strategies, and the PLC (and RTI) process. Additionally, CCJHS has two instructional coaches and an educational technology specialist that work regularly with our teachers, thereby providing even more professional development.

School sites must include a professional development plan and budget in their school site plan. Activities include attending at conferences, release days with instructional coaches, etc. Professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.