Joel J. Hidahl Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Joel J. Hidahl Elementary School
Street	2351 E. Redwood Road
City, State, Zip	Ceres, CA. 95307
Phone Number	209 556-1650
Principal	Melissa Adams
Email Address	madams@ceres.k12.ca.us
Website	http://hidahl.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-019074

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	(209) 556-1501
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 2019-20)

Joel J. Hidahl Elementary, located in the rural south-west part of Ceres and is one of 14 elementary schools in the district Ceres Unified is located in the middle of the Stanislaus County. Hidahl is a K through 6th grade school with a population of approximately 480 students. Hidahl is a Title I School on a traditional schedule. The school staff includes: a Principal, 22 Certificated teachers, an Itinerant Music and an Itinerant P.E. teachers that provide services 2 days per week.. Our MTSS team consists of a School Psychologist, a Resource Specialist, an Intervention teacher, a Speech and Language Pathologist, 2 Education Specialists with a focus on Autism, an Itinerant School Nurse, a Social Skills Facilitator and a Student Support Specialist. Classified support includes an Administrative Assistant, 20 Paraprofessionals, 7 Student Support Assistants, a Library Media Clerk, an Office Manager, two Attendance Clerks, and a Health Clerk. Students participate in PE, Music, and Art. Intervention is also available during the day if needed. Hidahl has a diverse student population. Of the 480 students approximately 83% are socially economically disadvantaged and 37% are English Learners (EL).

Mission Statement:
We collectively embrace, nurture and engage the whole child's unique life journey; guiding each one to reach their greatest potential.

Motto:
"We are every student's teacher!"

Vision:
- We envision a school in which all staff build student confidence through good teaching in which all students are successful.
- Promote a growth mindset, grit, and perseverance.
- Celebrate even the small wins.
- Develop common understanding and implementation (follow through) of school-wide behavior expectations.
- Help build and promote a positive school culture built on kindness and respect with families and students.
- Work collaboratively as a site to meet the needs of ALL students.
- A school in which all staff support and celebrate one another.

We also embody the following values:
- I will make positive connections inside and outside my classroom.
- I will teach the agreed upon essential standards (both academic and behavioral).
- I will be a positive and contributing member of my team.
- I will make decisions based on data rather than opinion or non-factual evidence.
- I will seek out research based, purposeful best practices to ensure ALL students' learning.
- I will seek and accept support from peers to meet student needs.
- I will seek out parent support and keep them informed of their student's progress.

We have incorporated the following Guidelines to Success at our school:

H   Have Respect for Self and Others
I   Integrity
D   Determination
A   Always Do Your Best
H   Honest and Responsible Citizens
L   Life-Long Learners

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	70
Grade 2	68
Grade 3	68
Grade 4	60
Grade 5	63
Grade 6	64
Total Enrollment	463

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.6
Asian	4.3
Filipino	0.6
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	1.3
White	9.1
Two or More Races	0.4
Socioeconomically Disadvantaged	86.6
English Learners	39.3
Students with Disabilities	11.4
Foster Youth	0.6
Homeless	4.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	22	22	612
Without Full Credential	1	0	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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, 2019 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 K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grades K-6 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We moved in to the new school facility in January 2006. Construction for four additional portable classrooms were started in the summer of 2006 and occupied in January 2007. The field was seeded, moved the bike racks, and also the the kindergarten playground was completed. The 1-6 grade playground was finished in November 2008.

Administration meets regularly with the head custodian on the condition of the grounds, buildings, and restrooms. We provide a checklist for the District Safety Committee four times a year. Twice a year we receive a site visit from the district office on the condition of the school. The last visit we received a score of 9 out of 10.

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

Year and month of the most recent FIT report: 9/12/2019

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 21: There is a piggy back power strip.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 4: There is a nonoperational hand dryer in the restroom.
Safety: Fire Safety, Hazardous Materials	Fair	Classroom 10: There are chemicals underneath the sink area that are unlocked. Classroom 2: There is a multipurpose cleaner from home. There are chemicals underneath the sink area that are unlocked. Classroom 27: The fire extinguisher was not signed off. Classroom 28: The fire extinguisher was not signed off.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Classroom 29: There is a crate of PE equipment blocking the fire extinguisher. The fire extinguisher was not signed off. Classroom 30: The fire extinguisher was not signed off. Classroom 9: There is a rug that is not fire treated. Staff Room: There are chemicals underneath the sink area that are unlocked.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	33	42	38	50	50
Mathematics (grades 3-8 and 11)	32	25	25	25	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	243	94.92	5.08	32.51
Male	140	130	92.86	7.14	29.23
Female	116	113	97.41	2.59	36.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	200	191	95.50	4.50	34.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	23	92.00	8.00	30.43
Two or More Races					
Socioeconomically Disadvantaged	232	219	94.40	5.60	31.96
English Learners	132	127	96.21	3.79	37.01
Students with Disabilities	30	25	83.33	16.67	8.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	244	95.31	4.69	25.41
Male	140	130	92.86	7.14	26.15
Female	116	114	98.28	1.72	24.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	200	192	96.00	4.00	26.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	23	92.00	8.00	26.09
Two or More Races					
Socioeconomically Disadvantaged	232	220	94.83	5.17	24.55
English Learners	132	128	96.97	3.03	28.13
Students with Disabilities	30	25	83.33	16.67	4.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	11.3	24.2	41.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Family Engagement is a priority at Joel J. Hidahl Elementary School.   As parents become involved, their children will continue to benefit in their school achievements.

Provide parents of students with information about programs available. Effective communications between home and school is considered to be the most important in developing and maintaining parent involvement.

a) The Joel J. Hidahl/Parent Handbook will be available to families.
b) School communications to be sent home notifying parents of events will be in English/Spanish.
c) Monthly events in school newsletter, Paw Prints, and on our School Facebook/Instagram page.
d) Events posted on the school website cusd.k12.ca.us.
e) Phone calls, emails or text messages to parents though the use of Parent Square.
f) Back to School Night and Open House with translators available whenever possible.
g) Kindergarten Orientation
h) Communications to parents that encourage and promote parent involvement, school success, and effective parenting ideas.

Provide opportunities for regular meetings and activities for parents to formulate suggestions, decisions, and participate in education of their children.

a. Parent/Teacher conferences at least once a year, with translation as needed for that are non-English speaking
b. School Site Council SSC/ELAC meetings held multiple times throughout the year
c. Joel J. Hidahl PTA meetings
d. Access to staff, opportunities to volunteer and participate in their children's classroom/activities
e. Parent recognition at the end of the year
f. Student Recognition for attendance, honor roll, improvement
g. Student Study Team meetings will be held regularly with parents of referred students asked to attend.
h. A Hidahl School compact which involves the school, student, and family will be presented to each student/family.
i. Annual Title I Meeting held at the beginning of each year which parents are invited to give input.

j. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are made available to parents in the following manner: Parent/teacher conferences held at least once a year, progress/student report cards, testing results and explanation of results are mailed home annually to students in 3rd through 6th grade.
k. Hold family events such as Family Reading Night and a Tech Night.

Provide parents with opportunities and information to be involved in school performances,
Assemblies and other education classes/activities.

a. "Breakfast with the Principal" once a month to share information
b. Inform parents how best to assist their children in learning at home.
c. Provide Adult ELD classes and Parent Institute and other classes.
d. Parents are invited to student award/recognition and student performances
e. Provide training, conferences, reading and educational materials to enhance the education of parents and to enable them to assist their children with their school work.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	5.0	1.7	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A team of staff members called the PAWS Team meet on a monthly basis. This team is focusing on the works of the Hannigan's.   We have identified common areas for the site and have written procedures which have been communicated to staff and taught to the students.   These include drop off and pick up of students, use of restrooms, playground, cafeteria, and coming to and from the classrooms, etc. A survey on school safety was given in the spring to staff, students, and parents. The PAWS Team meets monthly to review current data, address concerns, and make recommendations for corrections.   The School Safety Plan was approved by the School Site Council in January of 2020.   An area of focus for the upcoming year will be get students engaged in more structured play activities during recess. The goal is to target specific social skills during this time.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	5			15	2	3		22		3	
1	24		2		21		3		22		3	
2	23		3		24		3		22		3	
3	24		3		23		3		18	1	3	
4	31		2		31		2		30		2	
5	32		2		30		2		32		2	
6	31		2		32		2		32		2	
Other**	24		1						6	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9665.71	2744	6921.71	84864.81

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	7103.79	$78,954.00
Percent Difference - School Site and District	N/A	N/A	-2.6	7.2
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-8.1	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 2018-19)

Joel J. Hidahl received monies for Title I/ General Fund/LCAP.   These monies were used to pay salaries for an Administrative Assistant, Library/Media Clerk, three kindergarten paraprofessionals, and two 3-hour paraprofessionals to support our intervention program.   We also used these monies for technology,library books, supplies/materials, print shop, substitutes for release time for staff development, conferences, student incentives to support our school goals and action plans in the School Plan for Student Achievement. The ultimate goal to increase and enhance student learning.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,742	$51,374
Mid-Range Teacher Salary	$76,883	$80,151
Highest Teacher Salary	$103,252	$100,143
Average Principal Salary (Elementary)	$117,671	$126,896
Average Principal Salary (Middle)	$118,995	$133,668
Average Principal Salary (High)	$137,253	$143,746
Superintendent Salary	$234,274	$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	17

In the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days. In the 2018-2019 school year, the school site has planned 10 collaboration/early release days and 5 professional development days. In the 2019-2020 school year, the school site planned for 10 collaboration/early release days, 5 professional development days and 2 days of teacher release days.

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. There is dedicated time approximately once a week for Professional Learning Communities to meet in order for staff to: collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in the induction program for new teachers and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with full time Teachers on Special Assignment (TOSA's) 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 road map plan and district strategic plan. The goal of all professional development is to increase student achievement.

Teacher release days as well as district provided training's are offered to staff on a regular basis. Staff have the option to be out of the classroom for up to 6 days to participate in these activities. Activities chosen are typically teacher driven with admin input/recommendations.