

SONOMA ELEMENTARY

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	SONOMA ELEMENTARY
Street	1325 Sonoma Avenue
City, State, Zip	Modesto, CA 95355-3999
Phone Number	(209) 574-8432
Principal	Darin Willett
Email Address	willett.d@mcs4kids.com
Website	https://sonoma.mcs4kids.com/
County-District-School (CDS) Code	50711676093512

Entity	Contact Information
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	www.mcs4kids.com

School Description and Mission Statement (School Year 2019-20)

Sonoma students will value the process of learning as a lifelong activity. The Sonoma principal will be supportive of students, teachers, and faculty. Colleagues at Sonoma School will be professional and collaborative in the areas of curriculum, ideas, successes and challenges. The primary role of teachers at Sonoma School will be to help students meet and exceed grade level standards by teaching to the highest expectation of student success. Instruction will be planned to promote higher level thinking skills through engagement in meaningful activities. It will be implemented through research based and district adopted curriculum. Success will be measured by positive student outcomes including academic and social growth as well as a positive approach to learning. Sonoma School will be viewed by our community as an outstanding example of excellence in education.

Sonoma continues to adhere to a PBIS model to approach behavior concerns at the site. Efforts are being made to specifically teach desired appropriate behaviors and reinforce them through positive rewards and incentives. Staff are being trained on the concept of Restorative Practices to help support students with conflict resolution skills. School Pride Assemblies are held each month. School, families and community will maintain a cooperative relationship and work to benefit each child. Students will be introduced to opportunities and resources available in our community

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

Grade Level	Number of Students
Kindergarten	117
Grade 1	46
Grade 2	63
Grade 3	66
Grade 4	73
Grade 5	78
Grade 6	80
Total Enrollment	523

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.6
Asian	2.5
Filipino	1.5
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.4
White	32.5
Two or More Races	9.4
Socioeconomically Disadvantaged	62.1
English Learners	12.6
Students with Disabilities	13.2
Foster Youth	1.3
Homeless	1

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	34	28	26	1433
Without Full Credential	0	1	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	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: December 2019

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

The main entrance of Sonoma School is accessed through an electric front door into a long hallway. This is to accommodate the physically handicapped students on campus. A Modesto City Schools sign is posted at the entrance stating that all visitors are required to check in with the front office. A visitor sign-in sheet, stickers and badges are located at the front counter alongside the Principal's Secretary's desk. Students are allowed on campus at 8:30 to go directly to the cafeteria for breakfast. Approximately 80-100 students eat breakfast on campus each day. Students are allowed on the playground/campus at 8:40a.m. At that time classified and/or certificated school personnel are providing yard duty supervision. The yard duty schedule is as follows: Recess 8:40-8:55, 10:30-10:45, 10:45-11:00, 11:00-11:15, 1:45-2:00. A minimum of three yard duty employees watch students during these recess times. Three yard duty employees supervise the students during the three lunch shifts between 11:35p.m. – 1:15p.m. A certificated teacher oversees Traffic Patrol, school crossing guards before and after school. The parking lot is closed before and after school except for the buses of physically handicapped students. Certificated and/or classified employees wait at the bus zone to greet students exiting the bus at arrival time and assist students boarding the buses at dismissal time.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has classrooms, a cafeteria, library, pool building, staff room, and an administration office. CCS Therapy Unit also shares a portion of the campus. The main campus was built in 1973 and opened in 1973.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund to annually contribute \$2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, \$2 million to Deferred Maintenance for maintenance projects throughout the District and \$2 million to Facility Improvements for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first..

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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: 7/8/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Damaged ceiling, Stained ceiling tiles, Missing ceiling tiles, Loose or damage baseboard/wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered storeroom
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Plug-in air freshener
Structural: Structural Damage, Roofs	Good	Damaged vent on exterior of portable

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	63	67	31	31	50	50
Mathematics (grades 3-8 and 11)	59	61	21	22	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	271	270	99.63	0.37	66.67
Male	138	138	100.00	0.00	60.87
Female	133	132	99.25	0.75	72.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	125	100.00	0.00	59.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	95	95	100.00	0.00	69.47
Two or More Races	28	27	96.43	3.57	85.19
Socioeconomically Disadvantaged	172	171	99.42	0.58	60.82
English Learners	43	43	100.00	0.00	58.14
Students with Disabilities	21	20	95.24	4.76	25.00
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	271	269	99.26	0.74	60.97
Male	137	136	99.27	0.73	58.09
Female	134	133	99.25	0.75	63.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	124	99.20	0.80	57.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	95	95	100.00	0.00	65.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	27	96.43	3.57	70.37
Socioeconomically Disadvantaged	173	171	98.84	1.16	57.31
English Learners	43	43	100.00	0.00	51.16
Students with Disabilities	21	19	90.48	9.52	21.05
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	11.7	13.0	3.9

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)

Contact Person: Darin Willett, Principal

COMMUNICATE

Communication between home and school is regular, two-way and meaningful.

Newsletters/flyers are sent home by PTA and administration to inform parents of upcoming events and important information. Facebook PTA accounts are set up to strengthen communication. The school website is updated and promoted for student and parent communication. Sonoma hosts a "Round Up" prior to the beginning of the school year for parents and students to learn about the programs being offered throughout the school year and the different ways to get involved. Sonoma hosts a Back To School Night during the first month of school as an opportunity for parents to meet their child's teacher and receive information about classroom routines/expectations and grade level curriculum.

Parents are welcome in the school and are actively pursued for volunteering.

Parents are encouraged to participate in committees such as Parent Engagement Committee, English Language Learners Partnership, Sonoma PTA and the School Safety Committee. Meeting agendas are published 72 hours in advance for these meetings and all parents are encouraged to attend even if they are not an elected member.

Teachers conference with parents via telephone, written notes or in person and help parents with strategies for supporting school work and homework. Parents are provided report cards at the end of each trimester that details their child's academic progress for the school year.

Progress reports are sent home to at-risk students throughout the school year. Parents are able to email their child's teacher for clarification on issues pertaining to their child.

Parents will be given access to PowerSchool to monitor attendance and grades via the district's website where applicable. Parents receive automated phone messages (School Messenger) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc. A copy of the Parental Involvement Plan is located in the front office so that it is accessible to parents.

COLLABORATE

Parents play an integral role in assisting student learning. Through effective collaboration we will see an increase in student achievement. Parent support and assistance is needed and welcomed. The school partners with parent and community organizations to assist in achieving our school goals. Parenting skills are promoted and supported. Parents are encouraged to participate in site level and district level committees to advocate for raising the level of academic achievement.

CELEBRATE

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child's success. Parents are invited to attend student recognition assemblies on a monthly basis where students are honored for Student of the Month, Character Traits, Attendance, etc. Parents are invited to the annual Open House Night in the spring to view completed projects and student work. Parents are informed of academic achievements such as Spelling Bee winners, essay contest winners, etc. via newsletters, marquee messages and phone dialer messages

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	1.6	0.9	1.7	3.7	3.6	2.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Sonoma School Safety Committee consists of teachers, classified employees, parents and the principal along with input from local law enforcement officials. The committee updates and revises the Sonoma School Safety Plan annually. The Safety Plan addresses crisis and emergency procedures such as lockdowns, fire drills and evacuation as well as a plan for pedestrian safety, parking lot procedures and visitor identification procedures.

The Safety Plan was last updated on August 20th, 2019 and last discussed with staff on September 16th, 2019.

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	19	5	1		18	6			21	1	6	
1	21		3		18	3			21		2	
2	18	3			17	3			21	1	2	
3	23		3		24		3		20	1	2	
4	25	1	1	1	24		3		23	1	2	
5	20	1	3		24	2	1		24	2		1
6	24		3		20	1	3		25	2		1
Other**	10	2			13	2			10	2		

*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	.4
Social Worker	
Nurse	1.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.2

*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	\$15,512.23	\$5,170.26	\$10,341.96	\$114,759.64
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	8.7	19.8
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	15.0	28.5

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)

\The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2018-2019>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,731.00	\$48,612
Mid-Range Teacher Salary	\$90,623.00	\$74,676
Highest Teacher Salary	\$110,728.00	\$99,791
Average Principal Salary (Elementary)	\$122,988.00	\$125,830
Average Principal Salary (Middle)	\$131,372.00	\$131,167
Average Principal Salary (High)	\$144,945.00	\$144,822
Superintendent Salary	\$230,713.00	\$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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	5	8	5

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.