Tuolumne 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	Tuolumne Elementary School
Street	707 Herndon Rd
City, State, Zip	Modesto, Ca 95351
Phone Number	(209) 574-8442
Principal	Tony Lomeli
Email Address	lomeli.t@monet.k12.ca.us
Website	https://tuolumne.mcs4kids.com/
County-District-School (CDS) Code	50711676052849

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)

TUOLUMNE ELEMENTARY SCHOOL, situated in the southern section of Modesto, California, is a PreK-6th grade campus that proudly serves approximately 600 students throughout a traditional calendar school year. Our learning environment is filled with diverse and multicultural students who are eager to learn and a dedicated staff committed to preparing those students to be successful, lifelong learners. Tuolumne provides a rigorous standards-based curriculum in Reading Language Arts, Mathematics, Science, History Social Science and Physical Education. All students are held to high standards of academic and behavioral expectations and we offer Multi-Tier System of Support that allows every student to learn and succeed academically, socially, physically, and emotionally. Students are expected to monitor their own learning using critical thinking and creative problem solving skills daily and demonstrate a respect for and appreciation of our community's cultural diversity. English Learners that are new to the country in grades 4 through 6 receive support from a full time ELD teacher and Paraeducator that focused on language and reading acquisition. At Tuolumne we take great pride in celebrating student achievements including Daily Morning Announcements, Fluency Fridays, Trimester Principal Awards, Honor Roll Awards, Student of the Month, Renaissance Days, Character Trait of the Month, Perfect Attendance, "Tiger Bucks", Postcards and Accelerated Reader (AR) points earned. Opportunities for student leadership and extracurricular activities include Student Council, anti-bully club, orchestra, band, chorus, Night at Theatre(VAPA), and traffic safety patrol. After School Education and Safety Program (ASES) offers a three-hour after school program on student attendance days. The ASES program provides enrichment such as arts and crafts, games, cooking, field trips and outside instruction in activities such as dance and music. The RISE program provided intervention after school in English Language Arts and additional Homework help is provided. Police Activity League (PAL) assistants also help with tutoring our students. The ASES Program is integrated with Tuolumne's After School Academic Opportunities for one hour Tuesday through Friday. The After School Academic Opportunities are provided by classroom teachers who deliver student instruction for a specific educational focus to increase students' learning and understanding in reading and/or math. Our Mission Statement: At Tuolumne Elementary School we believe every student has the opportunity to grow to their fullest potential academically, socially, emotionally and physically by means of rigorous and relevant quality instruction, within a safe and positive learning environment fostering lifelong learning for success in a global society. Goals for the current year: 1. Literacy: Improving the reading and writing achievement of all students with mastery of the California common core standards, implementing the district approved state adopted curriculum, and using best teaching practices that encourage high student achievement. 2. Math: Improving the mathematical skills of all students with mastery of the California Common core standards, emphasizing the application of skills to solve math problems and to use high level critical thinking skills to analyze mathematical processes. Fully implementing the district approved state adopted Mathematics curriculum. 3. Technology: Increase the use of technology by staff utilizing student chromebooks for more effective instruction and assessing students.   Using Reading, Writing, and Mathematics based computer programs to practice skills and increase learning. 4. English Language Development: Implement with fidelity the district adopted state approved English Language Development curriculum to maximize the opportunities for English learners to meet the criteria for redesignation. 5. Provide interventions for students who are at risk of not successfully achieving the standards at their grade level.

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	70
Grade 2	62
Grade 3	93
Grade 4	67
Grade 5	78
Grade 6	82
Total Enrollment	512

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	1.8
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.4
White	2.9
Two or More Races	2.1
Socioeconomically Disadvantaged	98.6
English Learners	60
Students with Disabilities	9.2
Foster Youth	0.4
Homeless	1.8

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	31	24	25	1433
Without Full Credential	0	0	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	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.

Safety procedures are followed according to District policy:
. One gate is open in the morning from 7:45 a.m. to 8:40 a.m.
. The gate is monitored by an adult until locked at 8:40 a.m.
. All visitors must sign in at the office and state their purpose for visiting to obtain a visitor's pass. After 8:40 a.m. the only access to the campus is through the office.
. Students are supervised before/after school, at recesses and lunch by a yard duty staff.

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, early childhood ed program, and an administration office. The main campus was built in 1950 and opened in 1950.

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: 9/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ceiling tiles are water damaged. #11:Hazardous Materials--Germicidal cleaner is stored under the sink
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical--2 ballasts do not function. 1 light bulb does not function on a working ballast

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls Restroom: 3rd toilet leaks at the vacuum breaker. Boys Restroom: 4th urinal overflows. Water is on the floor. 1st toilet leaks at the spud. 2nd toilet leaks at the vacuum breaker. Faucet is very loose. #10:Fire Safety--Table is stored in front of the electrical panel. Boxes are stored too near the ceiling. Items are stored in front of the fire extinguisher. Restroom--Strong odor of urine is present. Urine has collected over time and has permeated the linoleum. #9:Sinks/Fountains--Facuet is loose and leaks.
Safety: Fire Safety, Hazardous Materials	Fair	Hazardous Materials--Germicidal cleaner is stored under the sink. Entral defoamer is stored under the sink. Hazardous Materials--Unlabeled bottle with liquid inside is stored under the sink. Fireguard is stored under the sink. Hazardous Materials--Metal polish is stored under 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 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)	19	17	31	31	50	50
Mathematics (grades 3-8 and 11)	9	12	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	330	322	97.58	2.42	16.77
Male	186	181	97.31	2.69	16.57
Female	144	141	97.92	2.08	17.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	295	287	97.29	2.71	15.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	328	320	97.56	2.44	16.88
English Learners	244	237	97.13	2.87	16.88
Students with Disabilities	37	37	100.00	0.00	10.81
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	330	327	99.09	0.91	12.23
Male	186	186	100.00	0.00	16.13
Female	144	141	97.92	2.08	7.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	295	292	98.98	1.02	10.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	328	325	99.09	0.91	12.31
English Learners	244	242	99.18	0.82	11.98
Students with Disabilities	37	37	100.00	0.00	8.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	9.6	28.9	10.8

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)

Attend Back to School & Parent Teacher conferences
English Learner Parent Partnership is composed of representatives that advise on bilingual decisions to better serve the student population.

School Site Council (SSC) assists in developing, reviewing and approving the school plan and annual categorical budget.
The Tuolumne School Safety Committee reviews and revises the school safety plan to ensure that the school maintains a Safe and Secure Learning Environment.
Volunteering in the classroom and with school activities.
Parent Cafe is an informal information meeting addressing topics that are of interest to parents and connected to better serve the Tuolumne Community at large.
Partner Parenting offers parenting classes on a regular basis throughout the school year.
Fresno State Parent University classes are offered to Parents to learn more about technology and the use of computers.
Additional Contact Persons: Principal: Tony Lomeli 574-8442
Vice Principal: Veronica McCabe 574-8442 Contact Person: Rosa Garcia 574-8442

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	2.3	0.7	0.5	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)

Tuolumne Safety Committee updated and approved the Safety Plan in October, 2019. Public notices were sent out to the public in September, 2019 inviting them to view the Tuolumne School Safety Plan. Key Elements Included:

Safe and Secure Learning Environment
Crisis/Emergency Procedures
School Area Pedestrian Safety Plan
Site Specific Dress Code
Tuolumne School Discipline Plan
Please Note: The Tuolumne School Safety Plan is available at all times for review.

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	24		3		21	1	2		20	3		
1	22		4		18	4			23		3	
2	21	1	3		22	1	3		21	1	2	
3	21		4		20	4			23		4	
4	30		3		28		3		22		3	
5	34			3	29		3		26		3	
6	26		3		31	1	3		25	1	3	
Other**												

*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	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	.5

*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	$12,885.99	$3,138.98	$9,747.02	$114,891.94
District	N/A	N/A	$9,483.18	
Percent Difference - School Site and District	N/A	N/A	2.7	18.7
State	N/A	N/A	$7,506.64	
Percent Difference - School Site and State	N/A	N/A	43.8	27.4

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)

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/lcff-and-lcap . The most recent LCAP can be found here: https://www.mcs4kids.com/district/lcff-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.