

# R. J. Neutra 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	R. J. Neutra Elementary School
Street	Community Center Drive
City, State, Zip	NAS Lemoore, CA 93245
Phone Number	(559) 998-6823
Principal	Courtney Kirchman
Email Address	ckirchma@central.k12.ca.us
Website	<a href="http://neutra.central.k12.ca.us/">http://neutra.central.k12.ca.us/</a>
County-District-School (CDS) Code	16-63883-6010318

Entity	Contact Information
<b>District Name</b>	Central Union Elementary School District
<b>Phone Number</b>	(559) 924-3405
<b>Superintendent</b>	Thomas Addington
<b>Email Address</b>	taddingt@central.k12.ca.us
<b>Website</b>	www.central.k12.ca.us/district

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

I would like to welcome you to R.J. Neutra’s Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents with information about the school’s instructional programs, academic achievement, materials and facilities, and the staff.

R.J. Neutra School is surrounded by endless acres of field crops and military operations on the Lemoore Naval Air Station. Many are amazed that the school was designed in 1929 and built in 1960 because of its modern look and appeal. R.J. Neutra School strives to provide a warm and safe learning environment. For all students enrolled, the school’s top priority is to foster intellectual, emotional, social, ethical, and physical health.

It is the belief of R.J. Neutra School that students can and will excel in an environment that is tailored to their evolving needs and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence.

At R.J. Neutra School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff.

We renew our commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact, that we welcome any suggestions, ideas, or comments you may have. Parents can contact us at 559-998-6823 or through our home page address: [www.central.k12.ca.us/neutra](http://www.central.k12.ca.us/neutra).

### Mission Statement

The R.J. Neutra staff, in partnership with parents, will work toward effectively preparing our children to live in the world as it will exist in the future. We believe that much of the work our children will do in the twenty-first century is not yet determined. We strive, therefore, to prepare children to be lifelong learners, to think critically, to be problem solvers, and to learn from past experiences.

The staff and parents envision R.J. Neutra School as a place of growth for the total child: intellectual, emotional, social, ethical, and physical. Our school is where individual needs are recognized so that every student may experience success within an atmosphere of warmth, mutual respect, and caring. We monitor, adjust, and thus increase student achievement.

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

Grade Level	Number of Students
Kindergarten	128
Grade 1	84
Grade 2	80
Grade 3	71
Grade 4	76
Grade 5	76
<b>Total Enrollment</b>	<b>515</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.2
Asian	1
Filipino	5.2
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	1
White	41
Two or More Races	16.1
Socioeconomically Disadvantaged	52.6
English Learners	3.1
Students with Disabilities	10.5
Foster Youth	0.6
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	27	31	96
Without Full Credential	0	0	0	3
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:

The state aligns textbooks, frameworks, and instructional materials to meet the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. The District's Curriculum Selection Committee, comprised of teacher representatives, narrow the potential selections, followed by review and recommendation from all teaching staff. All textbooks are adopted from the most recent state-approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student has access to their own textbooks and instructional materials.

On September 9, 2019, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-09-2019 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 Collections - Houghton Mifflin (6th-8th) - 2016	Yes	0
<b>Mathematics</b>	My Math - McGraw Hill (TK-8th) - 2014	Yes	0
<b>Science</b>	Science- MacMillan/McGraw Hill (TK-5th) - 2007 Focus on Earth, Life, and Physical Science - Pearson-Prentice Hall (6th-8th) -2007	Yes	0
<b>History-Social Science</b>	My World - Pearson (TK-5th) -2018 Ancient Civilizations - National Geographic (6th) - 2018 Medieval Times - National Geographic (7th) - 2018 US History - National Geographic (8th) - 2018	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

R.J. Neutra School works closely with the District's maintenance department for larger projects that may require third-party contractors, routine facilities maintenance projects, special projects, and school inspections. During the 2018-19 school year, 100% of student restrooms were fully operational and available for student use at all times.

Recent Campus Improvements:

- \* Installation of new carpet in Rooms 24, K-5, and Sound room
- \* Repair and update Cafeteria Dishwash room
- \* Repair of several concrete sidewalk surfaces, crack filling
- \* Repair of fencing surrounding water main valve
- \* Planting of new/additional trees in inner quad area

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting and flooring systems.

### 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:** 11/26/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	65	63	56	52	50	48
<b>Mathematics (grades 3-8 and 11)</b>	57	65	45	39	38	37

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
<b>All Students</b>	212	208	98.11	1.89	62.98
<b>Male</b>	98	95	96.94	3.06	60.00
<b>Female</b>	114	113	99.12	0.88	65.49
<b>Black or African American</b>	21	20	95.24	4.76	55.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	55	100.00	0	41.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	90	88	97.78	2.22	70.45
Two or More Races	32	32	100.00	0	81.25
Socioeconomically Disadvantaged	102	100	98.04	1.96	52.00
English Learners	15	14	93.33	6.67	28.57
Students with Disabilities	26	26	100.00	0	15.38
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	212	209	98.58	1.42	65.07
Male	98	96	97.96	2.04	67.71
Female	114	113	99.12	0.88	62.83
Black or African American	21	20	95.24	4.76	65
American Indian or Alaska Native	--	--			--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100	0	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	90	88	97.78	2.22	77.27
Two or More Races	32	32	100	0	78.13
Socioeconomically Disadvantaged	102	100	98.04	1.96	56
English Learners	15	15	100	0	33.33
Students with Disabilities	26	26	100	0	19.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

## 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)

The community, parents, and school staff all play vital roles in every child’s education and success. Educational research suggests that the single most important element to assure a child’s success in school is a parent who stays involved in a child’s education.

Parents are provided tools for helping children at home and are encouraged to become active members of the school’s learning community. All parents are encouraged to participate in the School Site Council, District Advisory Council, English Learner Advisory Council, and District English Learner Advisory Council, and fundraiser events. The principal and school staff welcome parents to volunteer in the classroom and participate in field trips, Open House, and Back to School Night. R.J. Neutra Parent Teacher Club is in its 2nd year of establishment and parents are encouraged to join and participate. Parent Teacher Club organizes a North Pole shopping experience, a variety of Family Movie Nights, and a Spring Fling Carnival, among other events throughout the school year.

The School Site Council for R.J. Neutra School is a governing body comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.



Parents may contact the school’s office at (559) 998-6823 to obtain more information about becoming an active member of the school community. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

School Communications - Communication from school to the home regarding school events, activities and student progress is facilitated by school administrators and classroom teachers. A monthly newsletter is sent home and includes current school news, a calendar of events, and other announcements as necessary. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages from school staff to each student’s home.

The school’s digital sign is updated weekly with important news. Teachers send home weekly classroom updates. After-school activity schedules are distributed regularly. Several family activities are scheduled each school year. These activities provide families with an opportunity to enjoy the company of the R.J. Neutra School community.

**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
<b>Suspensions</b>	3.4	2.2	1.0	3.9	2.6	1.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2019-20)**

The Comprehensive School Site Safety Plan was developed for Neutra School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan is reviewed annually and any changes or modifications are presented to the School Board by March 1. Annually, the plan is also reviewed, discussed, and shared with school staff in the fall at a staff meeting. Components of the School Site Safety Plan are discussed at monthly staff meetings throughout the school year.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Lockdown and Evacuation Drills are conducted once a month, and Drop and Cover drills are done in the fall each year. All visitors are required to check in at the school office upon arrival and departure.

As students arrive on campus in the morning, instructional aides supervise students on the playground and in the cafeteria while breakfast is served. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise students to ensure a safe and orderly departure. R.J. Neutra School provides two-way radios to those who are supervising students to maintain open, continuous communication.

## 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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+
K	20	3	4		21	3	3		18	6	2	
1	21	1	3		23		4		23		3	
2	23		3		19	4			20	4		
3	19	4			23		3		23		3	
4	26	2	18	1	29		18	1	26	1	18	1
5	35		18	2	30		18	2	27	5	18	2
Other**					4	6						

\*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

\*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	\$4,346,443	\$356,083	\$3,990,360	\$85,863
District	N/A	N/A	\$21,389,355	\$83,969.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-137.1	3.2
<b>State</b>	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	198.8	12.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

The Central Union School District Student Conduct Code, which is sent home with each student at the beginning of the school year, outlines expected student behavior and the consequences for inappropriate behavior. R.J. Neutra School's code of conduct and school rules are in alignment with District policies and outlined in the student handbook. During the first week of school, behavior expectations and discipline policies are verbally shared with students at school-wide assemblies. Teachers review individual classroom rules and expectations with students during the first few days of school. Throughout the year, school rules and policies are communicated as necessary on the school's website, in the school's monthly newsletter, and in personal emails to parents/guardians of students. School-Wide Behavior Expectation are also displayed around the campus for student reference. The Student Conduct Code and student handbook are available on the District's website.

Students are encouraged to participate in the school's additional academic and extracurricular activities which include:

- Anchored 4Life
- Choose to Be Nice Activities
- Color Guard
- Community Service Projects
- Dance Troupe
- Deployment Group
- Dr. Seuss Birthday Celebration
- Drama
- Holiday Performances
- Intrumurals
- Makerspace
- MFLC services
- Monthly Mileage Club Runs
- Peach Blossom Festival (Gr. 1-5)
- Read Across America Day
- Recycling Program
- Red Ribbon Week Activities
- Spelling Bee
- Spirit Assemblies
- Spring Program (highlighting Fine Arts)
- Student Council

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,610	\$49,378

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$79,287	\$77,190
Highest Teacher Salary	\$99,764	\$96,607
Average Principal Salary (Elementary)	\$117,671	\$122,074
Average Principal Salary (Middle)	\$0	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$161,028	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	6%	6%

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			

Central Union School District combines efforts to provide training and curriculum development based on the California Standards which are aligned to the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

CUSD Vision focuses on “empowering every student to excel to their highest potential.” We seek “to be an exemplary learning community,” as stated in our mission. With this in mind, the District’s Professional Development Plan continues to focus on the Professional Learning Communities (PLC). Grade Level Teams have worked to identify Essential Standards Districtwide to ensure that all students are achieving. The District continues to partner with Solution Tree to support our learning community process through training and coaching for our educators.

A Multi-Tiered System of Support (MTSS) Leadership Team was developed during the 2017-18 school year, and continues to be instrumental presently. This group began with a focus on the Social-Emotional and Behavioral needs of students. Based on their findings, they provided training on Connectedness to administrators and staff. An ongoing needs assessment was conducted at each site to provide information for next steps. Over time, we can expect to see continued improvement in school culture as well as student achievement as a result of this research-based practice.

Central partners with local County Offices of Education and content experts to provide staff training and coaching to support the full implementation and sustainability of State Standards. This year, they included:

- Next Generation Science Standards (NGSS)
- 21st Century Teaching & Learning Capacity Building
- English Language Development

Just as teachers differentiate for their students, the District strives to differentiate learning for staff. To that end, it hosts several optional trainings each year as well as providing opportunities for staff to attend trainings outside the District. Teachers chose to attend those that best meet their needs for personal professional growth. Optional Trainings for 2017-18 focused on Student Engagement through the use of Collaboration and Cooperative Strategies in the classroom.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, English Learners, Technology and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors.

Newly credentialed and/or beginning teachers receive training on assessment, individualized support, integration of instructional technology, and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Sites also differentiate for staff based on the needs of their site, providing training through Staff Meetings, Instructional Aides Meetings and additional site professional development including such topics as:

- Math Model & Coaching
- English Language Development
- Collaboration

Professional Development specific to Neutra included advancing student technology use and further implementing digital portfolios. Learning about and creating school-wide behavior expectations and as well as overall school safety in the event of an emergency. Also learning more about 21st Century Libraries, Makerspace, and flexible seating benefits in the classrooms.

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students “excel to their highest potential” and a comprehensive MTSS for academics, social-emotional and behavioral will continue to be a primary focus.