

Monticello Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Monticello Elementary School
Street	1001 Cambridge Place
City, State, Zip	Tracy, CA 95377
Phone Number	(209) 833-9300
Principal	Emily Stroup
Email Address	estroup@jsdtracy.com
Website	www.jeffersonschooldistrict.com/monticello
County-District-School (CDS) Code	39-68544-6110373

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Jefferson School District
Phone Number	(209) 836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	jbridges@jsdtracy.com
Website	www.jeffersonschooldistrict.com

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

Principal's Message

Monticello Elementary School, which opened in 1991, currently serves 466 students in kindergarten through fourth grade. Our exemplary staff, positive learning environment and rigorous curriculum help guide our students to become confident, independent, successful contributors to our school community, as well as society as a whole. Our staff collaborate on a routine basis to ensure all students are learning at high levels, placing an emphasis on the education of the whole child: cognitive, social and emotional. Our staff works closely with the parents and guardians of our students, establishing a partnership that facilitates the achievement of all of our students. At Monticello, our students are our number one priority.

Staff goals for the 2020-2021 school year at Monticello:

- Continue implementation of Professional Learning Communities (PLCs) within our school and district
- Develop and adapt teaching practices to optimize learning while in a Distance Learning format (Due to COVID-19 Pandemic)
- Support our Second Step character education program
- Implementation of our Positive Behavioral Interventions and Supports (PBIS) program
- Continue to support the antibullying program both at school and districtwide
- Continually update our site emergency plan and practice our emergency procedure protocols on a routine basis (as allowed due to COVID-19 Pandemic)

School Mission Statement

Our educational community shares responsibility for all students reaching high levels of learning.

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	69
Grade 2	91
Grade 3	82
Grade 4	88
Total Enrollment	438

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

Student Group	Percent of Total Enrollment
Black or African American	4.8
Asian	12.6
Filipino	4.6
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.9
White	29.9
Two or More Races	6.8
Socioeconomically Disadvantaged	26.3
English Learners	14.8
Students with Disabilities	11
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	18	19.1	98.34
Without Full Credential	2	4	2.2	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/08/2020

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:
 - Discuss critical issues with administrators and curriculum representatives
 - Determine issues unique to district needs
 - Needs assessment
 - School improvement plans
 - Superintendent direction
 - Board direction
 - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.
4. The committee establishes consensus on the most important criteria to evaluate during initial screening.
5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
7. Community members are invited to review curriculum and provide feedback.
8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

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, McGraw Hill (TK) 05/2017	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	California Wonders, McGraw Hill (K-5) 05/2017 SpringBoard - California Ed., College Board (6-8) 05/2017		
Mathematics	California Go Math!, Houghton Mifflin Harcourt (K-8) 06/2014	Yes	0%
Science	California Science, Scott Foresman (K-5) 06/2007 California Earth Science, Scott Foresman (6) 06/2007 Focus on Life Science, Glencoe (7) 06/2007 Focus on Physical Science, Glencoe (8) 06/2007	Yes	0%
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) 06/2018 World History Ancient Civilizations; National Geographic (6) 05/2019 World History Medieval and Early Modern Times, National Geographic (7) 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) 05/2019	Yes	0%

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

School Facility Conditions and Planned Improvements

At Monticello Elementary School, students are monitored consistently throughout the school day. Yard supervisors, teachers, the site administrator and other school personnel provide supervision for students before, during and after school, as well as at school events. All visitors are required to sign in at the office and receive proper authorization in order to be on campus. A school visitors badge must be displayed at all times. We utilize an Ident-A-Kid visitor management system to track visitors and volunteers. In addition, it requires parents to digitally check their child in or out, providing a more accurate account of children on campus at a given time.

We at Monticello Elementary School take pride in our campus. We work together and strive to keep our campus clean and graffiti free. Our Associated Student Body officers and representatives often partake in community service opportunities both on our campus and throughout the community. Our maintenance team takes pride in a well-kept campus, and is committed to keeping our school clean, well maintained, organized and safe. All school facilities are meticulously cared for and in exemplary status. We are never without custodial assistance throughout the school day. The school's custodial team also ensures that school facilities comply with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair. Their prompt response to staff and student needs is greatly appreciated.

In response to the COVID-19 Pandemic, additional safety, sanitation and disinfecting procedures have been implemented districtwide. Custodial staff have been trained in proper sanitation and disinfecting procedures, and appropriate PPE is provided and worn.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data was collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 07/17/2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	58	N/A	50	N/A
Mathematics (grades 3-8 and 11)	63	N/A	46	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parent and guardian support and involvement are a mainstay at Monticello Elementary School. Volunteers are traditionally welcome within the individual classrooms, as well as at school events and productions; however, due to Distance Learning as a result of the COVID-19 pandemic, our classrooms are not currently open to parents or volunteers. Our amazing parent and guardian community have continued to volunteer their time and services virtually, and remain an integral part of our school community. Volunteers may choose from a variety of opportunities, should they want to be involved in our school and support our student population. Some examples are as follows:

- Participate in monthly Parent Faculty Association meetings (For details on how to volunteer your time, please contact our Parent Faculty Association president, Blanca Crivello, at (209) 833-9300, or email them at mjpfpa6@gmail.com.)
- Participate in various fundraising activities such as: virtual events, See’s Candy sales, open house, Fund Run, Movie Night, Box Tops for Education, and Book Fair (as permitted based on in-person/distance learning)
- Become a member of the School Site Council (SSC)
- Volunteer in classrooms (Tuberculosis [TB] clearance is required to volunteer on a consistent basis)
- Chaperone class field trips (as permitted based on in-person/distance learning)
- Participation on our English Learner Advisory Committee (ELAC)

Monticello maintains a digital marquee. It is used to celebrate school successes, notify the school community of upcoming events, and provide any additional information on an as-needed basis. In addition, Monticello families have access to a distance learning website that provides updates and resources for both students and families, as well as alerting them to upcoming events.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	1.5	1.7	2.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6	2.8	
Expulsions	0.0	0.0	

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

School Safety Plan (School Year 2020-2021)

Monticello Elementary School’s School Site Plan is a living document. Our staff formally reviews our plan on an annual basis. Numerous policies and procedures are in place to ensure the safety of all of our students and staff. Within each classroom, emergency procedures are posted by each door, along with an emergency backpack containing various survival items, first-aid supplies, and emergency contact information. Our District Safety Committee updates our emergency backpacks on an as-needed basis. The posted emergency procedures include general information regarding actions to be taken should any of the following events occur: fallen aircraft, flood preparedness, fire, missing-student protocol, campus shooting, earthquakes, bomb threat and checklist, explosion, chemical accident, and lockdown.

Grade-level representatives maintain an emergency procedure plan that they disseminate and implement, should the need arise. Such a plan includes staff phone tree information, evacuation locations and procedures, and various emergency responsibilities. Monthly emergency drills are conducted (when students are present on campus), allowing ample practice for both students and staff. All drills are conducted in a timely manner, and debriefed to ensure any necessary changes are made.

Jefferson School District is committed to providing and maintaining a safe and healthy work environment. In order to achieve this goal, the district has developed an Injury and Illness Prevention Program for its employees. It is designed to minimize workplace accidents, injuries and illnesses. In making safety a high priority, injuries and illnesses are reduced, whilst we see an increase in overall productivity. Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the entire school community.

The site safety plan was reviewed and discussed with the staff in September 2020. We use our safety plan, along with fire drills, intruder-on-campus drills, reverse-evacuation drills, earthquake drills, lockdown drills, and shelter-in-place drills at each site. The school safety plan is reviewed, updated and discussed with the school faculty each school year.

In response to the COVID-19 Pandemic, a site specific Safe Reopening of Schools Plan was developed, outlining safety procedures and staff and student protocols, in the event that students are brought back to campus in either a hybrid or full time model. The plan is a living document, updated frequently in response to county, state and national health and safety guidelines.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	5			18	5	1		21	2	3	
1	22		24		23		32		23		24	
2	22		32		25		24		22		32	
3	23		32		24		28		21	7	21	
4	25		24		30		21		29		24	
Other**	6	1							10	7		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,511	\$2,286	\$8,225	\$82,633
District	N/A	N/A	\$9,648	\$72,470
Percent Difference - School Site and District	N/A	N/A	-15.9	13.1
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	5.9	2.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- School Safety
- Class Size Reduction
- New Teacher Induction
- Positive Behavioral Interventions and Supports (PBIS)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,638	\$50,574
Mid-Range Teacher Salary	\$70,027	\$76,649
Highest Teacher Salary	\$90,047	\$98,993
Average Principal Salary (Elementary)	\$112,879	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$184,571	\$193,925
Percent of Budget for Teacher Salaries	39.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6

JSD encourages staff to attend outside conferences and workshops to further their education and stay current on recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring and coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. 2020-2021 PD goals included training and support to plan rigorous lessons using technology for the distance learning model during pandemic school closures.

A New Teacher professional learning day is offered in August and full day professional learning days are offered to all teachers and admin before the school year begins. There is an additional day in the Spring. JSD also coordinates a day of PD for classified instructional staff each school year. School staff receive professional development monthly at staff meetings. These are called Professional Learning Opportunities, or PLOs. The mini lessons allow staff members to receive timely, practical, and applicable training from the District Instructional Coaches. School Instructional Leadership Teams meet monthly to work on school-wide instructional goals and professional development. The team members lead their grade level colleagues through the PLC process. In addition, they attend district professional leadership team meetings / PD. Grade-level collaboration teams work together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.