

Don Callejon School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Don Callejon School
Street	4176 Lick Mill Blvd.
City, State, Zip	Santa Clara CA, 95054
Phone Number	(408) 423-3300
Principal	Eric Witter
E-mail Address	ewitter@scusd.net
Web Site	www.doncallejon.org
CDS Code	43-69674-0110700

District Contact Information	
District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Stanley Rose III, Ed.D.
E-mail Address	communications@scusd.net
Web Site	www.santaclarausd.org

School Description and Mission Statement (School Year 2018-19)

Don Callejon K-8 School opened on August 28, 2006, as the first new school in Santa Clara Unified School District in 40 years. The school is named in honor of Don Callejon, former Superintendent, Board member and dedicated employee of Santa Clara Unified School District for 43 years. The school serves children in Kindergarten through 8th grade.

The 74,500 square-foot school provides students and faculty with a modernized, beautiful campus for learning and recreation. In addition to brand-new classrooms, students enjoy access to a Media Center/Library and Computer Lab with both wireless and hardwired Internet access. A Multi-Purpose Building with a stage, wall tables, and basketball court serves as a place for PE facilities, assemblies, dining, music instruction, performances and after school sports activities.

Classrooms are designed around a central courtyard which features an outdoor theater and beautiful grassy knolls. The courtyard also includes a geography court with a map of the world surrounded by a school garden area and an outdoor covered lunch space. Outdoor playgrounds are divided into three areas for kindergarten, elementary, and middle school students and are located adjacent to a city park.

Don Callejon School (DCS) strives to create a safe and nurturing student-centered learning environment with a family and community atmosphere. DCS is committed to educating the whole child while focusing on academic excellence. DCS values and appreciates the diversity of our students and community. Using these goals as a framework, DCS has developed a common vision for all students in order to create a dynamic and united community of learners.

Don Callejon School's Vision is to:

- Value and strive for academic rigor, high standards, and achievement
- Instill independence and self-confidence in our students
- Support collaboration and unity
- Incorporate technology throughout campus
- Open the doors toward tolerance and compassion
- Nurture a safe and respectful learning environment

In order to achieve its operational vision, DCS focuses on the following subgoals:

- 1) Involve all members of the Don Callejon community to the best of our abilities, in order to receive input, make decisions, and play upon the combined strengths of all
- 2) Provide strong and coherent staff development that supports our vision
- 3) Expect the best from our school community members
- 4) Use data and assessments to carefully track how each student is doing and how we can best meet every student's needs
- 5) Create strong support systems to ensure that no student falls through the cracks
- 6) Use research and best practices to maximize instructional time
- 7) Hire and retain an outstanding staff committed and dedicated to the K-8 vision
- 8) Focus on activities and practices that unite the school community while realizing the power of differentiation to address the specific needs of each grade level

9) Maintain a safe school campus for all community members

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	113
Grade 2	101
Grade 3	82
Grade 4	97
Grade 5	84
Grade 6	146
Grade 7	128
Grade 8	104
Total Enrollment	954

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.5
Asian	46.0
Filipino	4.9
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.3
White	11.7
Socioeconomically Disadvantaged	33.0
English Learners	24.8
Students with Disabilities	9.9
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	53	52	51	934
Without Full Credential	1	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2018-19)

Year and month in which data were collected: May 2018

All textbooks and materials were adopted by the board of trustees in 2018 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the District website at: <http://www.santaclarausd.org/InstructionalResources>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: May 2018	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: February 2016	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

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.

Maintenance and Repair

SCUSD 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 and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings

In addition to nearly new classrooms, students enjoy access to a Media Center and Computer Lab with both wireless and hardwired Internet access. A Multi-Purpose Building with a stage, wall tables and basketball court serves as a place for assemblies, dining, plays and sports activities. Classrooms are designed around a central courtyard which features an outdoor theater and grassy knolls. The courtyard also includes a geography court with a map of the world and an outdoor covered lunch area. Outdoor play areas are divided into four areas for daycare, kindergarten, elementary and middle school and are located adjacent to a City park.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Interior: Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Electrical: Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Safety: Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
Structural: Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2018 break.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	61.0	60.0	58.0	58.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	54.0	49.0	51.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	636	624	98.11	59.87
Male	339	332	97.94	57.40
Female	297	292	98.32	62.67
Black or African American	31	29	93.55	27.59
American Indian or Alaska Native	--	--	--	--
Asian	248	244	98.39	84.43
Filipino	28	28	100.00	71.43
Hispanic or Latino	207	201	97.10	31.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	66	100.00	56.06
Two or More Races	48	48	100.00	75.00
Socioeconomically Disadvantaged	274	267	97.45	34.59
English Learners	259	250	96.53	44.98
Students with Disabilities	86	84	97.67	20.48
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	637	625	98.12	53.53
Male	339	333	98.23	57.23
Female	298	292	97.99	49.32
Black or African American	31	29	93.55	10.34
American Indian or Alaska Native	--	--	--	--
Asian	248	245	98.79	86.53
Filipino	28	28	100	50
Hispanic or Latino	208	201	96.63	18.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	66	100	54.55
Two or More Races	48	48	100	62.5
Socioeconomically Disadvantaged	275	267	97.09	21.05
English Learners	260	251	96.54	42.4
Students with Disabilities	87	84	96.55	21.69
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	40.2	36.6
7	17.7	27.4	46.0

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.

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 2018-19)

Parents are encouraged to actively participate in helping the school fulfill its mission. Parents are invited, through multiple publicity channels in English and Spanish, to join the School Site Council, English Learner Advisory Committee, and the nonprofit Don Callejon School Community Organization (DCSCO), which was formed before the school opened its doors, and before many of the parents had school-aged children. Parents are solicited to help with fundraisers, and business-school partnerships are actively promoted through DCSCO.

Parent participation is required in parent-teacher conferences, Student Study Teams, Individualized Education Plan meetings, and as necessary with staff to ensure student success. The surrounding Rivermark community was actively involved in the planning and design of the school. Parent volunteers remain a cornerstone of the school. It is very common to find parents helping in the classrooms of their own children and throughout the school.

The surrounding Rivermark community was actively involved in the planning and design of the school. The school strives to provide many ways for volunteers to be a part of the school, and parent volunteers remain a cornerstone of the school. It is very common to find parents helping in the classrooms of their own children and throughout the school.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.0	3.3	2.8	4.0	4.1	2.9	3.7	3.7	3.5
Expulsions	0.0	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2018.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		4		24		5		25		4	
1	23		4		21	2	3		23		5	
2	22		5		22		4		25		4	
3	25		4		26		4		21	2	2	
4	22	1	3		25		4		24		4	
5	24		4		27		3		28		3	
6	31	1	10	12	32	1	8	13	27	1	27	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	189
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,927	\$961	\$6,966	100819
District	N/A	N/A	7390	\$100,971
Percent Difference: School Site and District	N/A	N/A	-5.9	-0.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-2.3	23.4

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 2017-18)

Don Callejon School receives State of California and Federal categorical funds which provide supplemental services to identified students through School Site Council and district administered programs. These programs include an Economic Impact Aid for Limited English Proficient (EIA-LEP) students, Economic Impact Aid for Socioeconomically Disadvantaged Students (EIA-SCE). Don Callejon School also receives additional services for special education students as required.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$66,873	\$49,512
Mid-Range Teacher Salary	\$101,093	\$77,880
Highest Teacher Salary	\$119,850	\$96,387
Average Principal Salary (Elementary)	\$149,931	\$123,139
Average Principal Salary (Middle)	\$168,390	\$129,919
Average Principal Salary (High)	\$167,917	\$140,111
Superintendent Salary	\$274,577	\$238,324
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Staff development activities and expenditures are tied to District and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

There are five days dedicated to professional development in the 2018-2019 school year. There were eight days of professional development in the 2017-2018 school year and there were eight days of professional development in the 2016-2017 school year. In addition, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.