

Sutter Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Sutter Elementary School
Street	3200 Forbes Avenue
City, State, Zip	Santa Clara CA, 95051
Phone Number	(408) 423-4200
Principal	Michael Fong
E-mail Address	mfong@scusd.net
Web Site	www.se-scusd-ca.schoolloop.com
CDS Code	43-69674-6049027

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 2017-18)

John Sutter Elementary School is located on the southern border of the Santa Clara Unified School District. Sutter occupies a

10.7acre site originally owned by the Woodhams family in 1850. The school was constructed in 1959. Single-family homes make up approximately three-fourths of the dwellings in the attendance area, and most of the students live in the surrounding neighborhoods. The classrooms, the office, and multipurpose room were modernized in summer of 2003. Sutter enjoys students who come from many cultural backgrounds and speak many languages. Sutter School is the designated center for the District's Visually Impaired Program. We provide weekly instruction in our computer lab and science lab. We are experiencing an increase in the mobility rate of our students. Sutter is one of seventeen elementary schools in Santa Clara Unified School District. Sutter is very fortunate to have a very strong PTA that supports the educational needs and goals of the school. Some of the ways that the PTA supports the school are underwriting educational field trips and assemblies, sponsoring multiple book fairs, providing family nights, and providing many volunteers hours to all school activities. Our belief is that volunteers can make a significant difference in a child's life. A strong parent volunteer group ensures an even richer educational experience for our students.

Sutter School offers many programs to facilitate the learning of students at-risk. Primary Intervention Program (PIP), originally funded by a grant from the Early Mental Health Initiative and now funded by the site, helps primary age children adjust to the school environment and learn effective coping skills. The Sutter PIP program provides students a relationship with a caring adult and one-to-one structured attention for a twelve-week series. Through our special education department we provide speech and language therapy, resource and special day services, and instruction to the visually impaired. Counseling services are funded both by the district and the site. An after school Homework Club is also offered by parent volunteers when possible.

The mission of Sutter School is to provide an educational program that consists of high academic and behavioral standards with clear expectations for all. We strive to promote a welcoming, safe, and caring environment where collaboration and parent involvement is valued. The staff believes the following:

- *All children should be provided with opportunities to learn.
- *All students deserve respect and equal access to education.
- *All students should be prepared for future education with lifelong learning skills.
- *A partnership is essential between school, parents and community.
- *Students should be responsible for their actions and behavior.

Sutter School fosters independent, socially conscious, lifelong learners. Sutter School utilizes Multi-Tiered System of Support For Behavior and Ron Clark's "55 Essential Rules" and the Megaskills: Skills for Living Program to reinforce essential tools needed for students to achieve the district's Lifelong Learning Standards. These skills include effort, caring, motivation, perseverance, teamwork, problem solving, confidence, responsibility, initiative, and common sense. All classes utilize the "3 B's-- Be respectful, Be responsible, and Be safe." The MTSS-B Leadership Team which consists of teachers, administration, and school community make a school and classroom behavior matrix which is posted all over campus. Then the MTSS-B leadership team teach the matrix to all students and support staff throughout the school year. The MTSS-B leadership team review data on student behavior monthly to assist teachers on how to support students.

The lessons taught enable students to utilize lifelong learning skills while participating in classroom meetings or when interacting with buddies in a cross-age reading program.

Current research on teaching and learning indicates that a focus on content level standards is the key to successful instruction and learning. The staff participates in frequent staff meetings, regular site grade level planning sessions and staff development relating to the standards and effective instruction. Teachers work with specialists and each other to improve instructional practices. All of our teachers are CLAD certified or enabling them to meet the needs of our English learner population.

Instruction and activities are differentiated to meet the needs of students who are diverse in their ethnic, socioeconomic backgrounds, school experience, ability and achievement levels, and unique learning styles. A focus on the multiple intelligences ensures that students have daily opportunities to learn in a variety of ways.

Collaboration occurs throughout a variety of meetings with staff and our community. Site level meetings include leadership team, school site council, and PTA. Staff members collaborate informally in the staff room and in classrooms frequently. They meet with each other and the principal to discuss current needs and concerns. A Student Success Team (SST) meets on a weekly basis to strategize action plans for at-risk students. Teachers conference with all parents in the fall and with parents of at-risk students in the spring. Conferences are held on an as-needed basis throughout the year. A fall Academic Assistance Plan (AAP) guides staff and parents in regarding strategies to improve the achievement of students performing below standard on standardized and performance-based assessments. Bimonthly school and PTA newsletters, frequent staff meetings, memos and Staff Calendar, and Parent Handbook/Calendar which is provided in August inform the community and staff of events and information about the school. More specific information regarding individual classrooms is provided in classroom newsletters.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	94
Grade 1	69
Grade 2	70
Grade 3	77
Grade 4	77
Grade 5	51
Total Enrollment	438

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	1.1
Asian	32.2
Filipino	3
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0
White	33.1
Two or More Races	8.4
Socioeconomically Disadvantaged	15.8
English Learners	27.2
Students with Disabilities	10.3
Foster Youth	0

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	27	30	946
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: November 2017

All textbooks and materials were adopted by the board of trustees in 2017 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: November 2017	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: November 2017	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: November 2017	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: November 2017	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: November 2017	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	www.santaclarausd.org/InstructionalResources Board adopted: November 2017	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: November 2017	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, 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, purchase the Agnews campus, and expand overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expand overcrowded schools, and address critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms.

Age of School Buildings

The main Sutter campus was built in 1959 and 1960. Additions were made in 1964. Portables were added in 1998 for class size reduction. There are 24 classrooms, a multipurpose room, a library/media center, and an administration building. The school was modernized in the summer of 2003. In 2010, a 60 x 20 foot shade structure was constructed for students' comfort during recesses and lunch. The project was approved by the District Office and the Division of the State Architect (DSA).

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: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	70	68	56	58	48	48
Mathematics (grades 3-8 and 11)	63	67	49	49	36	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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	199	97.07	67.84
Male	110	106	96.36	68.87
Female	95	93	97.89	66.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	58	55	94.83	83.64
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67	35.71
White	75	74	98.67	74.32
Two or More Races	14	14	100	92.86
Socioeconomically Disadvantaged	41	40	97.56	42.5
English Learners	79	77	97.47	55.84
Students with Disabilities	35	33	94.29	27.27

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	197	96.1	67.01
Male	110	105	95.45	68.57
Female	95	92	96.84	65.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	58	55	94.83	89.09
Filipino	--	--	--	--
Hispanic or Latino	43	41	95.35	31.71
White	75	73	97.33	71.23
Two or More Races	14	14	100	85.71
Socioeconomically Disadvantaged	41	39	95.12	25.64
English Learners	79	76	96.2	59.21
Students with Disabilities	35	32	91.43	18.75

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	78	78	66	65	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14	22	48

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Sutter Elementary School encourages parental involvement. Parents have a wide variety of opportunities to participate in our school community. A supportive PTA and School Site Council, composed of parents, teachers, staff and administrators, are integral parts of the Sutter community. PTA runs many family events and parents are always welcome in the classrooms through coordination with the teachers. Parent volunteers play a vital role in helping organize school events such as Walk-A-Thon, Sutterfest, Frog Jump, school book fairs, Art Explosion, Red Ribbon Week, etc. They also serve as chaperones on our many field trips. Our belief is that volunteers can make a significant difference in a child's life; a strong parent volunteer group will ensure an even richer educational experience for our students.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	1.6	1.1	4.3	4.0	4.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	25		4		22	1	4		23		4	
1	21	1	3		24		3		22		3	
2	21	1	3		27		3		23		3	
3	28		2		24		3		24		3	
4	30		3		26		2		24		3	
5	25	1	2		26	1	3		20	1	2	
Other									8	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
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	0	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7176	1647	5529	75297
District	N/A	N/A	6008	\$93,378
Percent Difference: School Site and District	N/A	N/A	-8.3	-21.4
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-17.3	-3.3

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

Types of Services Funded (Fiscal Year 2016-17)

Sutter provides a multi-tiered system of support, curriculum, resources, and school services. School funds: Funding provides a computer lab aide and a science lab aide.

Funding provides small group instruction for English language arts and math. Funding provides kindergarten small group instruction for EL instructional block. Funding provides Reading Intervention Specialist salary.

Funding provides purchasing instructional materials, resources, and technology. Funding provides school counseling (PIP & MFT intern) and wellness coordinator. Funding provides for Project Cornerstone materials and personnel salary.

Districts funds:

School personnel salaries (administrator, teachers, and office staff) SOAR program
Upper grade PE instructors and aide

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,071	\$48,522
Mid-Range Teacher Salary	\$92,322	\$75,065
Highest Teacher Salary	\$109,452	\$94,688
Average Principal Salary (Elementary)	\$127,158	\$119,876
Average Principal Salary (Middle)	\$139,841	\$126,749
Average Principal Salary (High)	\$134,379	\$135,830
Superintendent Salary	\$229,000	\$232,390
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 eight days dedicated to professional development in the 2017-2018 school year. 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.