

# Jack London 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Jack London Elementary School
<b>Street</b>	2707 Francisco Avenue
<b>City, State, Zip</b>	Santa Rosa, CA 95403
<b>Phone Number</b>	(707) 522-3030
<b>Principal</b>	Betha MacClain
<b>E-mail Address</b>	bmacclain@pousd.org
<b>Web Site</b>	jacklondon.pousd.org
<b>CDS Code</b>	49-70870-0101253

District Contact Information	
District Name	Piner-Olivet Union School District
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
E-mail Address	cdiaz-french@pousd.org
Web Site	www.pousd.org

### School Description and Mission Statement (School Year 2017-18)

It is the mission of Jack London Elementary School to be a caring community of students, educators, and families dedicated to the common goal of providing all students with the knowledge and abilities necessary to succeed academically, socially, and emotionally now and for the rest of their lives.

Jack London Elementary School, the District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. Currently, there are approximately 100 new homes currently under construction. The school currently has 301 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms and the Boys and Girls Club also runs an after school program on the campus. The campus is also home to a separate charter school for seventh and eighth graders with 200 students in eight additional classrooms.

Grades kindergarten through 3rd grade are capped at 24 students. Grades 4th through 6th have an average of 28 students per class. Instructional assistants offer instructional support to all students in each classroom based on the needs of our students, with an emphasis on supporting primary grades to build a strong foundation for students. Students have regular access to 1:1 digital devices in grades 2-6. Our kindergarten and first grade have access to 2:1 devices in the classroom and can access other digital tools in the library as needed.

There are fifteen regular classrooms teachers. Six classified staff members serve in combination as instructional assistants in regular classrooms, the resource specialist program, and the Title I and Title III ELL Assistant program as well as yard duty. We have full-time PE and library technicians who provide instruction, support and facilitate activities during lunch and recess. Some of our support staff are shared with the junior high school; our resource specialist, MFT, licensed vocational nurse and lead custodian are shared with the charter school, as is our health technician who dispenses medications, updates records, and notifies staff of student medical information. We also offer music with a credentialed music teacher two days per week.

Special programs include the Resource Specialist Program, ELD, Speech and Language Program, Adaptive Physical Education, Homework Club and Cross Age Tutoring with the charter school. Students in the Resource Specialist Program are seen in pull-out programs as well as through collaboration with the regular education teacher in the classroom. Program Assistants work with classroom teachers in the regular classroom to support Language Arts instruction and provide both group and individualized intervention support.

The school facility includes twenty-two regular classrooms (fourteen used by our elementary school and eight by the charter school); an RSP classroom; small instructional rooms for reading, speech, and counseling; and two other instructional classrooms. There is a Creative Media building which has a library, creative lab, project room, staff room and staff workroom. Each class is scheduled to visit the library at least once a week. The facility also includes a full gymnasium with kitchen attached to heat prepared meals.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	48
Grade 3	36
Grade 4	42
Grade 5	70
Grade 6	53
<b>Total Enrollment</b>	<b>345</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	2
Asian	5.8
Filipino	0.3
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	0.3
White	33.9
Two or More Races	7.8
Socioeconomically Disadvantaged	37.7
English Learners	24.9
Students with Disabilities	5.8
Foster Youth	0.3

## 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	15	14	14	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	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	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 2017-18)

Year and month in which data were collected: September 2013

The curriculum is standards-based and was selected from the state adopted materials which best matched the needs of our students. Supplemental curriculum for English Language Learners, students needing extra support and students needing challenge materials were also adopted.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading California Houghton Mifflin Copyright 2003	Yes	0%
Mathematics	California Math Houghton Mifflin Copyright 2009	Yes	0%
Science	California Science Macmillan/McGraw-Hill Copyright 2008	Yes	0%
History-Social Science	History-Social Science California Houghton Mifflin Copyright 2007	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

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

The school was constructed 2003 and has been regularly maintained. The play ground was relined and remarked during Spring 2010. Solar arrays were installed on the campus during the summer of 2011 to help offset energy cost. The parking lot was re-stripped in the fall of 2012. New lighting has been installed throughout the school for energy efficiency. The facility was inspected by the Chief Business Official and the Supervisor of Maintenance and Grounds in February, 2017.

**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: 2/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			The District will be replacing oldest HVAC units in the summer of 2017 via the California Clean Energy Act.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			All lighting has been replaced and upgraded with energy-efficient LED lighting during 2016-2017 via the California Clean Energy Act.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X	X		Note: the "Fair" rating pertains to roofs (gutters) only. The district will be replacing all the gutters on the "J"-wing during the summer of 2017.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 2/11/2017				
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)	37	36	39	36	48	48
Mathematics (grades 3-8 and 11)	16	18	24	23	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	197	196	99.49	36.22
Male	110	109	99.09	37.61
Female	87	87	100	34.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	92	92	100	30.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100	50
Two or More Races	12	11	91.67	45.45
Socioeconomically Disadvantaged	79	79	100	22.78
English Learners	74	74	100	20.27
Students with Disabilities	16	16	100	0
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	196	99.49	18.37
Male	110	109	99.09	23.85
Female	87	87	100	11.49
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	92	92	100	13.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100	30.88
Two or More Races	12	11	91.67	18.18
Socioeconomically Disadvantaged	79	79	100	8.86
English Learners	74	74	100	10.81
Students with Disabilities	16	16	100	12.5
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	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)	34	26	34	43	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.

## Career Technical Education Programs (School Year 2016-17)

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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	18.8	36.2	11.6

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)

Parents volunteer in classrooms, the library, on field trips, and serve on the School Site Council. Jack London Families, the parent organization, is an active group that meets monthly and is involved in fund raising to sponsor school and family activities throughout the year, such as ice cream socials, ice skating nights, movie nights, books sales, and sock hops. The School Site Council meets monthly. The English Language Advisory Council meets every two months and provides input to the Site Council. Parents can also become involved with the Piner-Olivet Educational Foundation, which is a district-wide group that fundraises for school programs like the library/media center, music programs and field trips.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.



#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

#### 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	2.8	1.4	3.4	2.1	2.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

Jack London has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School that is reviewed and updated annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any natural or manmade emergency situation. It includes a communication plan with the district office and other district schools. The school has an intercom which allow the office to contact individual classrooms or the entire school in case of an emergency. In addition to providing for the students physical safety, the staff uses Toolbox, Anti-bullying and other BEST Practices to help the school develop a climate that encourages children to do the right things and feel safe with their peers and adults on campus.

#### 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	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 4	
Number of Schools Currently in Program Improvement	N/A	3
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	21	1	1		24		2		24		2	
1	20	2			22		2		24		2	
2	21	1	1		19	2			24		2	
3	23	1	2		21		2		18	2		
4	27		2		24		3		21	1	1	
5	29		2		31		2		23	1	2	
6	31		1		28		1		27		2	

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**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	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	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	
<b>School Site</b>	\$6,165.00	\$777.00	\$5,388.00	\$71,293
<b>District</b>	N/A	N/A	\$8,667.00	\$75,823
<b>Percent Difference: School Site and District</b>	N/A	N/A	-37.8	1.5
<b>State</b>	N/A	N/A	\$6,574	\$74,194
<b>Percent Difference: School Site and State</b>	N/A	N/A	-5.1	-0.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

Jack London Elementary School, the District’s fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. The school currently has 301 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms. The campus also houses a charter school for seventh and eighth graders with 200 students in eight additional classrooms provided by the charter school.

All primary classes, grades kindergarten through 3rd grade are capped at 24. Our intermediate classes, grades 4th through 6th, have an average of 28 students per class. Instructional assistants offer instructional support to all students in each classroom based on the needs of our students.

The staff includes a number of positions that are shared with other schools. Our resource specialist program teacher, office manager and lead custodian are shared with the charter school. There is a part-time health technician who dispenses medications, updates records, and notifies staff of student medical information. Our speech specialist works two days per week, and the nurse services students for two-and-a-half hours per day. The school also has one part time afternoon custodian. A counselor is also shared with the adjacent charter school that serves seventh and eighth graders.

There are fourteen regular classrooms teachers. Five classified staff members serve in combination as instructional assistants in regular classrooms, the resource specialist program, and the Title I and Title III program as well as yard duty and food services.

Special programs include Resource Specialist Program, ELD, GATE, Speech and Language Program, Physical Education, Homework Club, Cross Age Tutoring with the charter school, and an Extended School Day Intervention Program for students at risk of retention or not meeting grade level standards. Students in the Resource Specialist Program are seen in pull-out programs as well as through collaboration with the regular education teacher in the classroom. The English Language Learner Assistant works with English Language Learners in the regular classroom to support English language development.

The school facility includes twenty-two regular classrooms (fourteen used by our elementary school and eight by the charter school); an RSP classroom; small instructional rooms for reading, speech, and counseling; and two other instructional classrooms. There is a Media Services building which has a library, computer lab, project room, staff room and staff workroom. Each class is scheduled to visit the library once a week. Classes are also scheduled to use the computer lab for extra support in language arts and math, English Language Development support, word processing and research. The facility also includes a full gymnasium with kitchen attached to heat prepared meals.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,233	\$47,034
Mid-Range Teacher Salary	\$67,301	\$73,126
Highest Teacher Salary	\$95,210	\$91,838
Average Principal Salary (Elementary)	\$103,840	\$116,119
Average Principal Salary (Middle)	\$108,824	\$119,610
Average Principal Salary (High)	\$102,577	\$115,194
Superintendent Salary	\$158,312	\$178,388
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

The district provides training based on identified goals for district staff which include:

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR
- Professional Learning Community (PLC) Training
- Response to Intervention (RtI) Training
- All teachers are participating in ongoing Common Core Math Unit Planning
- Toolbox and Anti-Bullying Trainings
- All teachers participate in Momentum in Learning writing coaching and professional development program

Other professional development opportunities are considered on an individual basis or related to school / district priorities and goals