

# Cherry Chase Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Cherry Chase Elementary
Street	1138 Heatherstone Way
City, State, Zip	Sunnyvale
Phone Number	408-522-8241
Principal	Gloria Marchant
Email Address	gloria.marchant@sesd.org
Website	<a href="http://www.sesd.org/cherrychase">http://www.sesd.org/cherrychase</a>
County-District-School (CDS) Code	43696906049167

Entity	Contact Information
<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Benjamin Picard
<b>Email Address</b>	benjamin.picard@sesd.org
<b>Website</b>	www.sesd.org

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

Cherry Chase is an outstanding school with a Kindergarten through 5th grade population that now numbers around 750 students. Cherry Chase Elementary School's vision focuses on "Developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued and prepared to contribute to an ever-changing world". Parents and the community work within established guidelines to further support this vision.

We have embraced the California Common Core State Standards and are continuing to refine our curriculum across the grade levels to meet the demands of those standards. As we do so, we balance the academic achievement needs of our students with their social-emotional well-being, accomplishing this with the support of our dedicated staff and highly involved local community comprised of family members and neighborhood residents. Together we are enriching all students through engaging education in a caring, respectful learning environment.

The accomplishment of our vision is guided by the "Seven Correlates of Effective Schools":

1. A safe and orderly school environment
2. A climate of high expectations for success
3. Strong instructional leadership
4. A clear and focused mission
5. An opportunity to learn and student time on task
6. Frequent monitoring of student progress
7. Positive home-school relations

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

Grade Level	Number of Students
<b>Kindergarten</b>	122
<b>Grade 1</b>	154
<b>Grade 2</b>	147
<b>Grade 3</b>	125
<b>Grade 4</b>	144
<b>Grade 5</b>	143
<b>Total Enrollment</b>	835

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	60
Filipino	1
Hispanic or Latino	3.2
Native Hawaiian or Pacific Islander	0.1
White	26
Two or More Races	8.9
Socioeconomically Disadvantaged	4.2
English Learners	18.2
Students with Disabilities	3.5
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	38	35	330
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Kindergarten - 3rd Grade: Heinneman Fountas and Pinnell Classroom Core Curriculum Adopted 2019</p> <p>4th Grade - 5th Grade: MacMillan/McGraw-Hill California Treasures Core Curriculum Adopted 2010</p> <p>Leveled Literacy Intervention (LLI) Intervention &amp; Supplemental Materials Heinneman</p> <p>95% Intervention &amp; Supplemental Materials 95 Percent Group</p>	Yes	0.0
<b>Mathematics</b>	<p>Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014</p> <p>Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015</p>	Yes	0.0
<b>Science</b>	<p>Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007</p> <p>Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org</p>	Yes	0.0
<b>History-Social Science</b>	<p>Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006</p>	Yes	0.0

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

Cherry Chase has gone through several phases of modernization over the past few years. As a result, the campus is in excellent condition. It is safe for all occupants and all systems are functioning.

The Kinder World will go through a huge modernization in the summer 2020. It is expected to have all 6 Kindergarten classrooms in the new Kinder World. Each classroom has been designed to be spacious, safe, and a highly engaging learning environment. New playgrounds and play areas have been included in the plans.

## School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 2-25-19

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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	80	81	59	59	50	50
Mathematics (grades 3-8 and 11)	84	85	55	54	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	397	97.54	2.46	80.86
Male	230	226	98.26	1.74	76.99
Female	177	171	96.61	3.39	85.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	225	223	99.11	0.89	87.44
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	56.25
Native Hawaiian or Pacific Islander					
White	114	110	96.49	3.51	70.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	42	100.00	0.00	88.10
Socioeconomically Disadvantaged	22	21	95.45	4.55	52.38
English Learners	121	112	92.56	7.44	65.18
Students with Disabilities	17	17	100.00	0.00	41.18
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	404	99.26	0.74	85.40
Male	230	228	99.13	0.87	85.53
Female	177	176	99.44	0.56	85.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	225	223	99.11	0.89	93.72
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	62.50
Native Hawaiian or Pacific Islander					
White	114	113	99.12	0.88	73.45
Two or More Races	42	42	100.00	0.00	88.10
Socioeconomically Disadvantaged	22	22	100.00	0.00	59.09
English Learners	121	120	99.17	0.83	75.00
Students with Disabilities	17	17	100.00	0.00	58.82
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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	16.5	33.0	41.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

We value the contributions of our local community and recognize that they are essential to our success. With support from our very active PTA, Cherry Chase has developed an extensive partnership with families to ensure that teachers and parents cooperate for the benefit of all students. Parent education is provided regularly on topics such as instruction, technology, student safety, and school climate at Coffees with the Principal and regular PTA meetings or events.

Families of our students who are English Learners are invited to attend four English Learner Advisory Committee (ELAC) meetings per year, where they learn about programs at the school and in the District that support the education of their students. They also have the opportunity to provide input on the development of the annual School Plan.

Five parents represent the parent community on the School Site Council, committed to the establishment of goals and budget for the school as expressed through the School Plan. This committee meets regularly throughout the school year.

Other opportunities for family involvement include, but are not limited to, volunteering for or just attending the following events and activities:

1. Classroom support for teachers and students
2. Noon duty aides / lunch helpers
3. Project Cornerstone ABC Readers and Fun Zone supervisors
4. Community-building events: Back-to-School Picnic, Fall Festival, Diwali, Lunar New Year Festival, Walkathon and Auction, and International Night
5. Fine Arts Mini Experience (FAME) docents
6. After-school programs such as: band, chorus, drama, strings, Spanish, Hindi, Lego Robotics or Engineering, and Chess Club
7. In-school programs such as: Walk Through the American Revolution or California
8. Field Trips Chaperone
9. Library support and Book Fair

Our families are committed to enriching the educational opportunities for all students and supporting our staff as we collaborate toward that goal. We welcome community participation and appreciate the contributions of all our members.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.3	0.2	0.1	1.6	1.2	1.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Cherry Chase has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The goals outlined in the plan are:

1. To strive to ensure that school and classroom environments promote the social-emotional well-being of all students and staff members, and
2. To follow through on providing and/or updating supplies needed for each classroom and space throughout the school to support emergency response actions.

In the fall of 2018 our staff trained with a District-hired consultant regarding procedures for an incident command emergency response structure. Another staff training is scheduled during the Spring of 2020. We will continue to refine our understanding and implementation of that process throughout the school year. Our School Site Council reviews our safety plan annually to identify areas for improvement and to propose solutions. The current version of the Safety Plan was approved on December 12, 2019.

We also are focusing efforts on pedestrian and traffic safety through our Walk and Roll to School program, which is coordinated by a parent volunteer and teacher liaison to the District program. This venture encourages all families to keep student safety a priority, especially at drop-off and pick-up times.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	5		24		6		22		6	
1	22		5		24		6		23		6	
2	23		6		24		5		24		6	
3	23		7		23		7		21	1	5	
4	31		4		32		4		32		4	
5	30		5		31		5		32		5	
Other**	23		1		10	1			7	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

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

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,972.73	\$2,809.54	\$8,163.19	\$79,942.00
District	N/A	N/A	\$8,872.49	\$88,001.00
Percent Difference - School Site and District	N/A	N/A	-8.3	-0.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	13.6	-1.2

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

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

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

During the 2018-2019 school year we funded one after-school tutorial to provide small group intervention for 1st and 2nd graders who were achieving below grade level in the area of literacy. This was taught by a credentialed teacher using the SIPPS program and was funded through our SLIP allocation.

We also provided support to our English Learners who were achieving below proficiency in English Language Arts. These students worked with a paraprofessional in small groups four times per week for 30 minutes each time to focus on necessary English language skills. The program was sustained through LCAP funds.

With support from centralized special education funds, we were able to provide Response to Intervention support to identified students who were able to work alongside other students in our resource department.

We work in a variety of ways to differentiate instruction within the general education classroom environment to meet the needs of all students, those in need of extension as well as those in need of intervention.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,063	\$45,741
Mid-Range Teacher Salary	\$88,460	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$114,701	\$102,065
Average Principal Salary (Elementary)	\$146,857	\$129,221
Average Principal Salary (Middle)	\$161,707	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$322,760	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

In alignment with the school district, Cherry Chase annually provides three full days of staff development and eight Teacher Learning Days (TLDs) with 90 minutes of release time weekly for all K-3 teachers and 120 minutes weekly release time for all 4-5 teachers. A site leadership team selects the topics for these trainings in response to current trends in the District as well as the observed needs of the school community. On two of the three staff development days, all classified employees also participate in separate training that is organized and led by District-level leaders. We have a robust culture of professional growth as outlined below.

During the 2016-2017 school year, we focused our professional development in the areas of writing, science, and school climate. In addition to the district-scheduled PD times, we provided three half-day release sessions per grade level over the course of the year. Each team had the opportunity to select their area of focus for those sessions in response to analysis of student data as well as their need to develop professional expertise with new science materials.

Our science PD sessions were led by our own Science Lead teachers, who rolled out the new Physical Science materials with teachers, who then spent more time during release sessions or in grade-level team meetings developing familiarity with the materials and planning appropriate instruction.

Our school climate work was led by our partner agencies: Project Cornerstone, Playworks, and Acknowledge Alliance. They either shared information with teachers (PC and PW) or provided after-school resilience support to a self-selected group of teachers (AA).

Work on writing included training led by a presenter from Heinemann, release time for model lesson observation and debriefing, follow-up work led by our assistant principal at a staff development day and at a TLD. We designed this PD in response to results from our benchmark writing assessments.

Teachers also had the opportunity to participate in workshops that were provided outside the scope of our school and that aligned with our overarching goals. Several teachers took advantage of that opportunity during the year and attended workshops in PBL, GLAD, and writers workshop. In addition, all Kindergarten teachers participated in the Foundational Literacy series provided by Sunnyvale School District.

PD opportunities for the 2017-2018 school year included: extended Writers Workshop training and model lessons with Heinemann presenter Kelly Boswell, deeper work on ELD instruction in the classroom - designated as well as integrated, and instructional development with the new Life Sciences units. We worked with our Leadership Team to identify and prioritize topics for each of the District-provided sessions and provided one half-day release session per trimester per grade level. Topics for these sessions were selected in response to assessment results and teacher growth needs and were aligned to our overarching PD goals for the year.

In addition, all 1st grade teachers were trained by the District in Foundational Literacy skills.

During the 2018-2019 school year Cherry Chase teachers were refining their expertise in the areas of writing, science, and technology, and continued to strengthen their practice in the area of English Language Development. Three site-based staff development days, three after-school district-wide grade-alike meetings, and monthly teacher learning days are providing the platforms in which we are expanding our professional practice for the benefit of our students. In addition, each grade level will have two half-day release sessions for deeper collaboration around team-selected topics.

Individual teachers and staff members have also participated in voluntary off-site trainings in writing, leadership, social-emotional learning, math and technology. The entire 2nd grade team and one new 1st grade teacher are being trained by the District in Foundational literacy skills and strategies.

All professional development is targeted toward increasing and refining our skills so that we can enhance learning and increase achievement for all students.