

George Mayne Elementary School

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	George Mayne Elementary School
Street	5030 N. First Street
City, State, Zip	Alviso CA, 95002
Phone Number	(408) 423-1700
Principal	Socorro Olmos
Email Address	sgolmos@scusd.net
Website	www.mayne.schoolloop.com
County-District-School (CDS) Code	43-69674-6048870

Entity	Contact Information
District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Stella M. Kemp, Ed.D.
Email Address	communications@scusd.net
Website	www.santaclarausd.org

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

George Mayne Elementary School is a Professional Learning Community of learners, leaders and thinkers focused on the belief in a growth mindset for parents, students and our school team. Our partnerships with parents, businesses and the broader community help us to provide a quality education in a supportive, multi-lingual environment where each child's worth and potential is valued. Our Mayne Mission is Equity and Excellence in Education which means we are dedicated to doing what is best for children in order to enable them to meet the challenges of the twenty-first century. The school promotes the District's goal to "prepare every student to succeed in an ever-changing world," by meeting State and District content and life-long learning standards and by providing a positive learning climate for social-emotional well-being and development. Our Mayne Vision: We are Eagles Soaring to Success is a reference to our school mascot, the eagle and our SOAR Program of Safe, Organized Achievers who are Respectful. It is also a description of our belief that every child (eagle) will soar (succeed) and has an unlimited potential to reach new heights of achievement.

The school has an outstanding team of classified and certificated personnel who work together in grade level and group teams and as a site to constantly improve teaching and learning as well as comprehensive services for parents, students, and our community. We know that our students have to succeed in a competitive workplace where an emphasis is placed on high-level literacy, mathematics and communication skills, as well as the ability to work together. Students are being taught with an eye on having personal standards of excellence, motivation to succeed socially, emotionally and academically. Over time this has resulted in significantly raising achievement at our school.

George Mayne School is one of only two schools in Santa Clara Unified that has both an English and a Bilingual Spanish/English Program. We have a history of successfully implementing a strong bilingual classroom program that supports our students and community as well as providing a fully included Special Education Program where students consistently show growth.

Professional development efforts include training in Professional Learning Community or PLC strategies K-5, Sobrato Early Academic Language (SEAL) Strategies PreK-3, Advancement Via Individual Determination (AVID) Strategies K-5, Implementation of Positive Behavior Intervention Support (PBIS) K-5, Cooperative Play K-5, ELD, Literacy, Math and Technology workshops.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	86
Grade 2	67
Grade 3	84
Grade 4	88
Grade 5	90
Total Enrollment	493

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	17.8
Filipino	4.9
Hispanic or Latino	57.6
Native Hawaiian or Pacific Islander	0.4
White	10.8
Two or More Races	7.5
Socioeconomically Disadvantaged	62.7
English Learners	42.8
Students with Disabilities	8.7
Homeless	0.6

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	26	28	26	942
Without Full Credential	1	0	0	7
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

All textbooks and materials were adopted by the board of trustees in 2019 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	Yes	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: June 2019	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

The main campus of George Mayne School was built in 1955 and 1960. Classrooms and a library were constructed in 1974 and the Multipurpose Room in 1975. Mayne School was totally renovated 2000 - 2005. Three new kindergarten classrooms were constructed in 2004-2005. This school has 29 classrooms, a multipurpose room, a library and an administration building.

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: January 2020

System Inspected	Rating	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 2019 break.
Interior: Interior Surfaces	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Electrical: Electrical	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Safety: Fire Safety, Hazardous Materials	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 break.
Structural: Structural Damage, Roofs	Good	Any necessary remediation was minor and addressed immediately or during routine maintenance over the summer 2019 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 2019 break.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	50	51	58	62	50	50
Mathematics (grades 3-8 and 11)	48	51	51	52	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	265	261	98.49	1.51	51.34
Male	125	123	98.40	1.60	45.53
Female	140	138	98.57	1.43	56.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	80.00
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	152	149	98.03	1.97	36.91
Native Hawaiian or Pacific Islander					
White	32	31	96.88	3.12	64.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	68.42
Socioeconomically Disadvantaged	185	182	98.38	1.62	42.86
English Learners	131	129	98.47	1.53	46.51
Students with Disabilities	36	35	97.22	2.78	22.86
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	265	260	98.11	1.89	50.77
Male	125	123	98.40	1.60	52.03
Female	140	137	97.86	2.14	49.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	84.44
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	152	148	97.37	2.63	34.46
Native Hawaiian or Pacific Islander					
White	32	31	96.88	3.12	61.29
Two or More Races	19	19	100.00	0.00	78.95
Socioeconomically Disadvantaged	185	182	98.38	1.62	40.66
English Learners	131	128	97.71	2.29	48.44
Students with Disabilities	36	35	97.22	2.78	28.57
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	20.2	13.5	3.4

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)

It is the goal of George Mayne Elementary School to encourage greater involvement of parents with the education of their children. Everyone gains when the home and the school work together to promote high achievement. There are many ways in which parents can become involved in their children's education at George Mayne School, as we value both the at-home contributions and those which take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children to succeed.

More information: (408) 423-1700

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
Suspensions	1.1	1.3	2.5	4.1	2.9	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019.

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	19	3	1		25		4		22	1	3	
1	21	1	2		26		2		25		3	
2	26		4		24		4		22	1	2	
3	27		3		25		3		21	1	3	
4	25	1	2		23		4		26		3	
5	28		4		25	1	3		25		4	
Other**												

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.1
Other	1.5

*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	\$8,408	\$890	\$7,518	109157
District	N/A	N/A	8271	\$106,910.00
Percent Difference - School Site and District	N/A	N/A	-9.5	2.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	0.2	28.4

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 2018-19)

It is the goal of George Mayne Elementary School to encourage greater involvement of parents with the education of their children. Everyone gains when the home and the school work together to promote high achievement. There are many ways in which parents can become involved in their children's education at George Mayne School, as we value both the at-home contributions and those which take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children to succeed

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$70,595	\$51,374
Mid-Range Teacher Salary	\$106,719	\$80,151
Highest Teacher Salary	\$126,520	\$100,143
Average Principal Salary (Elementary)	\$158,678	\$126,896
Average Principal Salary (Middle)	\$176,810	\$133,668
Average Principal Salary (High)	\$176,224	\$143,746
Superintendent Salary	\$294,073	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	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	8	5	4

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 School 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 four days dedicated to professional development in the 2019-2020 school year. There were five days of professional development in the 2018-2019 school year, eight days of professional development in the 2017-2018 school year, and 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.