

# Lakeside Joint Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Lakeside Joint Elementary School
<b>Street</b>	19621 Black Road
<b>City, State, Zip</b>	Los Gatos, CA 95033
<b>Phone Number</b>	(408) 354-2372
<b>Principal</b>	Lisa Gonzales, Ed.D.
<b>E-mail Address</b>	lgonzales@lakesidelosgatos.org
<b>Web Site</b>	www.lakesidelosgatos.org
<b>CDS Code</b>	43-69492-6047351

<b>District Contact Information</b>	
<b>District Name</b>	Lakeside Joint Elementary School District
<b>Phone Number</b>	(408) 354-2372
<b>Superintendent</b>	Dr. Lisa Gonzales
<b>E-mail Address</b>	lgonzales@lakesidelosgatos.org
<b>Web Site</b>	www.lakesidelosgatos.org

## School Description and Mission Statement (School Year 2016-17)

### Lakeside's Message

Lakeside Elementary School and the Lakeside Joint School District, founded in 1881, serves nearly 1,500 mountain residents in a rural area southwest of the town of Los Gatos, CA. The District offers the best of all possible environments. The rural character and beautiful surroundings provide a tranquil setting of forest, lakes, and open space. However, the District is less than 10 minutes away from the thriving community and resources of Los Gatos, approximately 20 miles from San Jose and the "Heart of Silicon Valley." Local residents enjoy activities ranging from performing arts (opera, symphony, theater) to equestrian adventures and mountain biking. Artists, musicians, farmers, vintners, and Silicon Valley professionals all call the Lakeside community "home." The terrain hosts acres of forest, vineyards, tree farms, and some commercial forest land. Many residents commute to their workplace in the greater Silicon Valley area.

This single school district is a major center-point of the community. Parents and community members take pride in Lakeside's history and tradition. Several families have three generations of children who have attended the school. The broad socioeconomic range in the area is reflected in a richly diverse student population. They all feel a strong kinship with this school and provide extraordinarily strong support.

Attention to the Common Core Standards is stressed at all grade levels along with Project Based Learning strategies. In addition, there is a solid emphasis on physical education and music education. These programs are graciously funded by the Lakeside School Foundation and PTA. Lakeside's teacher-to-student ratio is approximately 1 to 18 in the 2015-16 school year with about 10% of its students qualifying for free or reduced price lunch and approximately 14% for English Language Learners (ELL) services. In May 2000, the State of California Department of Education recognized Lakeside Elementary as a Distinguished School. In Spring of 2015 Lakeside's average standard score for the California Assessment of Student Performance and Progress (CAASPP) was 96.48, placing Lakeside among the top 5% performing elementary schools in the state.

The interest-based negotiations between the board and staff have helped create a trusting and caring environment between administration and staff.

With its traditions, size, strong academic program, diversity, and caring environment, Lakeside combines the best elements to provide a well-rounded public school education. The school has a strong extended-family environment, and its students receive much individual support for their learning.

Our vision is that Lakeside students will achieve at their highest potential to be prepared for their future.

Our mission is to create independent learners with a rich and challenging curriculum, distinguished by instructional variety, innovation, and collaboration while fostering social-emotional strength.

### School Beliefs:

The Lakeside School community believes that:

- Lakeside School should be a learning community,
- Each person wants to succeed,
- Each child is a unique individual and needs to develop to his/her fullest potential,
- Each child has his or her own learning style,
- Each child can and wants to learn, and in fact, learns all day every day whether in a formal setting or not,
- Each child's creativity should be encouraged in order to foster that child's self-esteem and confidence, and
- Community participation in the life of the school is important. It keeps the school and the community alive.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	16
Grade 1	16
Grade 2	8
Grade 3	14
Grade 4	18
Grade 5	16
<b>Total Enrollment</b>	<b>88</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	5.7
Filipino	1.1
Hispanic or Latino	19.3
Native Hawaiian or Pacific Islander	0
White	52.3
Two or More Races	18.2
Socioeconomically Disadvantaged	8
English Learners	20.5
Students with Disabilities	8
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	6	6	6
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/2016

Lakeside School purchased a number of the following State-adopted textbooks to assure that each child has a textbook for his/her use at school and home.

Textbook inventories are taken each school year and replacements purchased to assure continued sufficiency in compliance with State mandates.

Students have complete access to textbooks according to the level to which they have been assigned. Students are free to take books home as needed for homework and additional study. Books are replaced as needed due to loss and student enrollment fluctuations.

Computers with internet access are available to the community in the school library.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002: Houghton Mifflin (K-5)	Yes	0%
Mathematics	2014: McGraw/Hill Envisions (K-5)	Yes	0%
Science	2004: Harcourt Brace (K-5)	Yes	0%
History-Social Science	2002: Harcourt Brace (K-5)	Yes	0%
Science Laboratory Equipment (grades 9-12)			0%

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

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The District gives daily attention to the site and facility conditions in order to ensure that Lakeside School is clean, safe, functional, and a healthy place for students and staff. To assist in this effort, in Spring 2006, the District conducted an overall assessment using the facility survey instrument developed by the State of California Office of Public School Construction. In February 2015, the District completed its annual Insurance Renewal Questionnaire. This questionnaire contains information about the age and square footage of buildings. The summary stated that Lakeside school buildings and grounds are adequately maintained, with clean, well-maintained walking surfaces and no trip or fall hazards noted.

The results of the aforementioned survey and questionnaire are available at the school/district office.

Lead was detected during a routine water test in August 2015. We continue to monitor the water quality on a monthly basis, overseen by the California State Water Resources Control Board. Letters are sent to every family and staff member regarding results of annual testing. For more information, contact the California State Water Resources Control Board at (510) 620-3474 or the Santa Clara County Health Department of Environmental Health at (408) 918-3400 who can provide you with information about the health effects of lead.

The District's technology infrastructure includes one wiring closet with 10/100 switches and multiple firewalls connecting all classrooms and offices with multiple network outlets. Classrooms share laptops and iPads that are available to all classrooms on a checkout basis. Each classroom teacher and the Educational Specialist has a dedicated laptop for her professional use. The District maintains public, as well as school-only, wired and wireless access with appropriate firewall protection.

### Age of School Buildings

Lakeside Elementary School has six classrooms, a science room, an art/music room, a library, a staff/conference room, a school/district administration office, and a community center/multi-purpose building. The main campus was established in 1910. A wood-frame addition was added in 1958. A modular classroom building was added in 1965, and the building that now exists as the district/school office and classrooms was built in 1967. Additional modular classrooms were added in 1984 and 1996. The Lakeside Community Center and multi-purpose building was constructed in 2003. This new multi-purpose building (Community Center) is 4,660 square feet and is reserved for exclusive use of the school during the school day. The Community Center contains a small snack kitchen and two gender-designated bathrooms. The ladies/girls' bathroom has four toilets and two sinks. The men/boys' bathroom has three toilets, one urinal, and two sinks. The Community Center is also a designated Red Cross Disaster Shelter. The District field has a track and field appropriate in size for elementary students, which was renovated in 2004 and the track was refurbished in July 2013. A new air conditioning system was added in Summer 2016.

Of the 9 classrooms, five are "homerooms" with dedicated classroom teachers. The other four serve as:

- \* Music Room where students and teachers meet for twice-weekly small group sessions for Orff Music instruction.
- \* Science/Math Room with small group lab tables for hands-on science and math exploration.
- \* The K-5 science kits, and a variety of supplemental math, science, and social science resource materials are stored in the Learning Center for easy access by classroom teachers.
- \* The Learning Center is also used for one-on-one and small group tutoring for students specifically referred by classroom teachers for this additional help.
- \* One classroom is currently serving as the Resource Center/Board Room
- \* The facilities management is undertaken by the Superintendent/Principal.
- \* The District has several storage structures. These are dedicated to the kiln and its operation, supplemental teaching materials, currently unused furniture, garden tools, etc. These structures are located away from the main classrooms, but within easy access of personnel.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC replacement plans are in process. Two small HVACs were replaced in November 2015. The large 20 Ton unit will be replaced in June 2016.
<b>Interior:</b> Interior Surfaces	X			Interior surfaces need paint.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Sewer repair is ongoing and repairs are made as needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Roof repair is ongoing and repairs are made as needed.
<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: 9/12/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	83	77	83	77	44	48
Mathematics	77	79	77	79	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	16	13	81.3	76.9
	4	18	18	100.0	66.7
	5	17	17	100.0	88.2
Male	5	11	11	100.0	90.9
White	3	13	11	84.6	90.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	16	13	81.3	76.9
	4	18	18	100.0	88.9
	5	17	17	100.0	70.6
Male	5	11	11	100.0	72.7
White	3	13	11	84.6	81.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	100	90	88	100	90	88	60	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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	17	17	100.0	88.2
Male	11	11	100.0	81.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.9	29.4	64.7

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 Parental Involvement State Priority (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 2016-17)

Opportunities for parent involvement are available through various organizations offered at school. They range from providing assistance in the classroom to being chairperson of a parent run organization.

Current organized opportunities for parent participation include:

Lakeside Parent Teacher Association

Lakeside Foundation

Lakeside School Board

For more information on how to become involved, contact Susan Ady at (408) 354-2372.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.0	1.0	0.0	0.0	1.0	4.4	3.8	3.7
<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 2016-17)

It is the intent of the Board of Trustees of the Lakeside Joint School District to provide a safe and secure environment for our staff, students, parents, and guests while at school. These procedures comply with the Comprehensive School Safety Plan (CSSP) legislation and the Standardized Emergency Management System (SEMS) developed by the California Office of Emergency Services. District policy, procedures, and rules have been instituted to support a safe environment for all.

#### I. Safe Ingress/Egress of pupils, parents, and school employees

Lakeside's Safe School Plan addresses protocol and procedures for the entry and exit of students, staff, parents, and visitors to and from the school buildings and grounds.

This includes procedures for latecomers, early release, and emergency pick up of students by adults other than the student's parents or guardians.

#### II. Day-to-Day Safe and Orderly Environment

Topics covered in the Safe School Plan include: standards of student behavior, school dress code, playground, physical education, school sports programs, serious acts leading to suspension/expulsion, teacher notification of dangerous pupil(s), assessment of school crime, emergency planning, child protective service mandated reporter requirements, harassment prevention, emergency supplies, prevention of illness and communicable diseases, medical emergencies, illness/general health, communicable diseases, student searches, peace officers interviewing students, disaster and safety drills and parent volunteers.

#### III. Disaster Procedures

District procedures are consistent with the Incident Commander model of the School Emergency Management System (SEMS). The Safe School Plan contains a section with details on procedures related to the "Specific Disasters" such as fire, earthquake, lockdown/shelter in place, school closure (including evacuation), and bomb threat.

The School Safety Plan is reviewed and updated on an annual basis.

## 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 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	.0

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

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

Grade Level	2013-14			2014-15			2015-16					
	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	7	2			12	2			12	2		
1	13	1			7	1			7	1		
2	8	2			15	1			15	1		
3	16	1			18	1			18	1		
4	14	1			18	1			18	1		
5	14	1			11	1			11	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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	-NA-
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	1.0	N/A
Other	.4	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,078.73	\$1,269.20	\$12,809.53	\$71,088.70
District	N/A	N/A	\$12,809.53	
Percent Difference: School Site and District	N/A	N/A	0.0	-5.5
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	139.5	20.1

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

**Types of Services Funded (Fiscal Year 2015-16)**

Categorical funds are used for supplemental services in special education (Individual Education Plans for identified students), remedial and intensive instruction in math and reading (Title I and REAP), staff professional development, library services, instructional materials (Lottery), and school site upkeep (Lottery).

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	8%	7%

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)**

The Lakeside School District embraces ongoing professional development for all employees.

School-wide professional development activities are scheduled in collaboration with the Educational Leadership Team's focus. The team continues its focus on differentiated teaching and Project Based Learning (PBL) strategies as well as reading, writing, math, and science, while addressing individual teacher's fall planning goals.

The District provides release time for teachers if the classes/courses are not available on evenings or weekend days. Training for teaching staff is conducted by experts in the specific topic areas (such as reading, math, music, etc.). Teachers, in turn, provide training for their classroom assistants, or the Resource Teacher provides training as needed for those who interact with Special Education students. The teachers are provided two Professional Days in addition to off campus opportunities such as attending the CUE (Computer Using Educators) conference. Halfway through the school year, with budget constraints, the Governing Board froze all professional development spending, including conferences, travel and substitutes for training.

The Superintendent/Principal also participates in professional development from the Santa Clara County Office of Education, Association of California School Administrators, Small School Districts Association, and California School Board Association's conferences and symposiums.

The Chief Business Officer participates in training offered by the Santa Clara County Office of Education in the areas of finance, workers compensation, unemployment insurance, payroll and attendance systems.