

Valley View Community Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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.

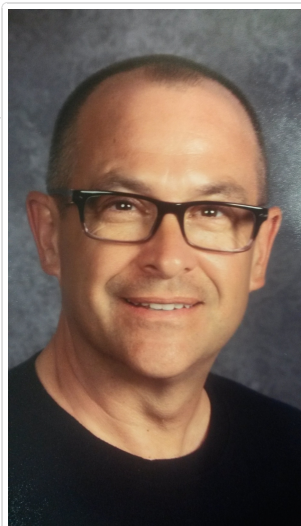
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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.



Rick Drew, Principal

Principal, Valley View Community Elementary

About Our School

Welcome to Valley View School's Accountability Report Card. The entire Valley View School community and our Sulphur Springs Union School District are very proud and excited to share the wonderful changes and growth taking place at our school.

In 2012, Sulphur Springs Union School District Trustees dedicated more than \$17 million for construction projects at Valley View Community School. In May 2015, construction of a new Annex building for severely-disabled and medically fragile students, new library and general education classrooms was started. During the May 1, 2015 "Ground Breaking Ceremony," School Principal Rick Drew thanked the SSSD community of voters; and SSSD Board of Trustees: Dr. Kerry Clegg (Board President), Board Members: Mrs. Shelley Weinstein, Mr. Denis DeFigueiredo, Lori MacDonald, Mr. Ken Chase and Superintendent, Dr. Catherine Kawaguchi for their leadership and support of this magnificent improvement for special education students and all the Valley View school community. Joyful speeches of recognition and appreciation, songs and cheers of thanks, and a ground breaking started an eighteen month period of construction. Distinguished guests included: Santa Clarita Mayor Pro Tem Bob Kellar, Assemblyman Scott Wilk, and Congressman Steve Knight's representative Dante Acosta – each acknowledging the continued tradition of providing high quality education in outstanding facilities; and, congratulating the SSSD Board of Trustees for their success for students. The new two-story, 300 foot long, 33,000 square foot facility was completed in August 2016 and includes specially designed facilities for the district's regional program, which serves students 3 to 12 years old with multiple disabilities, severely -disabled and/or medically fragile conditions. Additionally, the new facility replaces all the existing relocatable classrooms with permanent state of the art instructional technology classrooms, and a beautiful new library. The Sulphur Springs School District would like to once again thank our voting community for their overwhelming support of the June 2012 Measure "CK - Classrooms for Kids." Technology upgrades, updated and expanded libraries, and repair or replacement of aging roofs, ventilation systems and play areas throughout the district; and Valley View Community School's important construction projects for the district's young students.

**Spanish version of the School Accountability Report Card will be available at:

Contact

Valley View Community Elementary
19414 Sierra Estates Dr.
Newhall, CA 91321-2196

Phone: 661-251-2000
E-mail: rdrew@sssd.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Valley View Community Elementary
Street	19414 Sierra Estates Dr.
City, State, Zip	Newhall, Ca, 91321-2196
Phone Number	661-251-2000
Principal	Rick Drew, Principal
E-mail Address	rdrew@sssd.k12.ca.us
County-District-School (CDS) Code	19650456071682

Last updated: 1/31/2017

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

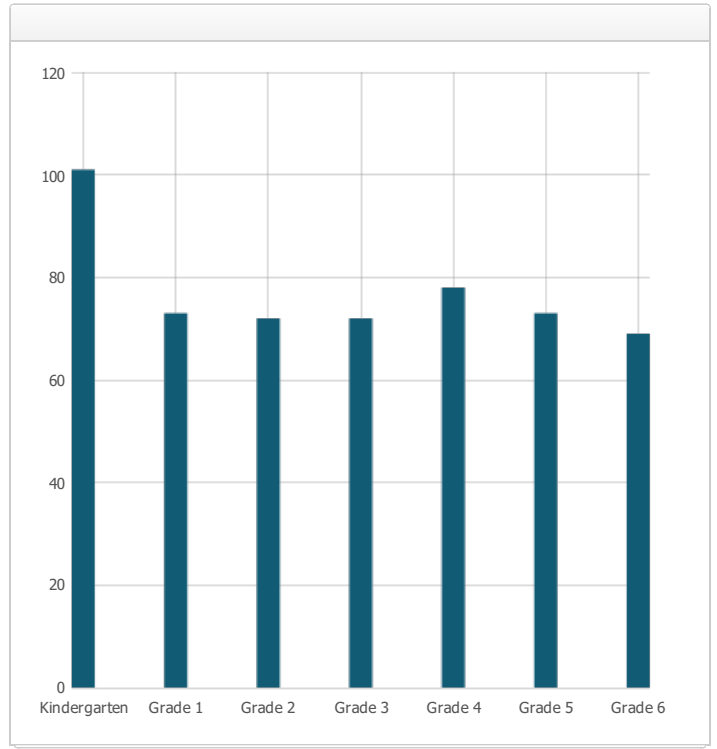
School Description and Mission Statement: Valley View Community School's last reported A.P.I. was 816, which represented a 12-point growth over the previous year, and the highest A.P.I. in our school's history. The last state information - 2012-2013 California Standardized Test results indicated Valley View made excellent positive A.P.I. growth in these subgroups: Socioeconomically Disadvantaged +28 points; Hispanic/Latino + 36 points; and, English Learners +42 points. Valley View serves a student population of 625 students. 56.7% participate in the free/reduced lunch program, which makes us a school-wide Title 1 program. 238 students are English Learners who speak thirteen languages, reflecting the culturally diverse nature of our student body. The state results for 2015-16 demonstrated growth for all grade levels and our district's highest performing 3rd grade level performance. On campus we also house the Regional Severely Handicapped Special Education classes for students with orthopedic impairments, multiple disabilities and other health impairments. This program serves students from all four elementary school districts in the Santa Clarita Valley. There are six classes serving a total of 49 students, in preschool through 6th grade enrolled in the program. Our students are medically fragile. Our special needs students actively interact with our regular education students. It is a point of pride for our school that our Regional and Regular Education Teachers work together for the benefit of all students. We have received the G.O.A.L. Award for our "Win-Win" Integration Program. The California Children's Services (CCS) has a Medical Treatment Unit also on the campus to provide physical therapy and occupational therapy services to children, from birth to age 21, who reside throughout the Santa Clarita Valley. Each year Valley View's staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, district benchmark data, survey results and input provided by teachers, parents, and school committees, the School Site Council updates the School Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential. Overarching goals for 2015-2016 included: 1) Increasing proficiency of all students in the area of English Language Arts with the focus on Reading Comprehension; (2) Increasing the number of students that are proficient in Math; (3) Increasing English Language Learner proficiency; (4) Increasing Science proficiency; and (5) Increasing Visual & Performing Arts/Health & P.E. proficiency. Additional goals that support the overarching goals include: • Providing a challenging and interesting course of study for students that is in accordance with California State Standards and Sulphur Springs School District guidelines. • Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners •Implementing the RtI model daily as the vehicle to deliver differentiated language arts instruction. During RTII (Response to Instruction & Intervention), students are grouped according to ability and the adult to student ratio is lowered to support those in greater need of intervention. This targeted, direct instruction allows for greater time on task and for teachers to provide the proper support for all students. • Continuing the full implementation of the Math Expressions Math Series • Providing English Language Development instruction at students' identified level of proficiency. • Promoting continued educational growth for students, parents and staff that create a community of lifelong learners. • Ensuring a safe and orderly learning environment. • Creating and maintaining positive, effective communication between home, school and the community. • Providing regular, monitored homework that allows children to practice what they have learned in the classroom. Progress toward school goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams will meet at least bi-monthly to review individual and group achievement data. Grade levels report progress to the site administrators, which is shared with the School Leadership Team and the School Site Council. SPSA monitoring comments are added throughout the year based on input from staff and the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year. Assessment results are made available to parents and stakeholders in the following ways: • STAR scores are mailed home • CELDT scores and Title III Annual Parent Notifications are sent home • Test scores are discussed during conferences • Parent information sessions and committee meetings are available to discuss information • Single Plan For Student Achievement (SPSA) • At each SSC meeting planned activities and policies are reviewed to ensure student success • Leadership Team meetings focus on implementation of effective key strategies and programs • A minimum of two staff meetings per month are dedicated to collaborative grade level planning to evaluate assessment results, design instruction and discuss best practices for student achievement. All English Learners receive a minimum of 30 minutes of Systematic English Language Development instruction on a daily basis as part of Valley View's Program for English Learners. Instruction will be targeted to students' identified English proficiency level and be provided by the homeroom teacher and grade level team. In addition to SELD, English in a Flash, a web-based ELD program that provides systematic practice opportunities will be used to provide additional support to students. Language development progress will be monitored using the SSSD ELD Matrix, progress in English in a Flash, and annual CELDT results. Gifted and high-achieving students in grades 3-6 participate in lesson extensions that are differentiated across the curriculum. This differentiation is delivered within the regular classroom during the school day. GATE student progress is monitored through benchmark assessments, the state test, completion of a project for the District GATE Night and students individual Differentiated Learning Plans. Parents are an important part of Valley View Community School. Parents are encouraged to attend monthly PTA meetings (the first Tuesday of each month) and regularly volunteer in their child's classroom to assist the teachers at Valley View. Evening activities will include Family Reading Night, GATE Parent Night, ELAC meetings and additional Parent Information Nights offered throughout the year. These evening events provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child. A number of dedicated parents make up the School PTA. PTA provides fun filled family events and support to the school's programs such as Music, Science Lab instruction, school assemblies, Red Ribbon Week, and 6th grade activities. Valley View continues to focus on technology-based instruction to help with student learning. Classroom computers have been upgraded to support new programs and provide access to AR quizzes and STAR reading tests. Every classroom has a SMART board and

new projector for assisting teachers to address multiple modalities. The school's Computer Lab is equipped with 38 computers, in addition to a teacher's station. All students make weekly visits to the computer Lab. Students assess their learning and work on class projects. In addition, to the computer lab, Valley View also has a Science Lab. Students at every grade level have weekly scheduled visits to the Science Lab to have hands on experiences. School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Dedicated staff, students and parents make Valley View a special school with high expectations and a caring school community spirit. Our YMCA facility is also housed on campus and provides childcare for our students as well as students from other schools. School Facility and Good Repair: Valley View Community School campus' includes a Main Building with general education classrooms, Special Education classrooms for Speech & Language pathology and therapy; and, RSP, the Administrative Office, a Computer Lab, Science Lab and two teacher and parent work rooms. Additionally, there is a "temporary" Library established in Room #2. Furthermore, our facilities include: 500 & 600 Building rows (with a total of eleven re-locatable classrooms), and our Annex Building which houses five Special Day Classes, two general education Kindergarten classes and the California Children Services Medical Therapy Unit. We have a ¼ mile track, baseball field, and basketball and volleyball courts. Playground equipment for Transitional Kindergarten and Kindergarten and 1st-6th graders complete our outdoor P.E. facilities. Finally, we have our Multi Purpose Room for events and student lunch service. The school was originally built in 1965 and modernized during 2006-07. Our Annex Building and Library will be replaced with new construction and our Main Administration and General Education facility started modernization and new construction in May 2015. The Tommye Warner Center will open in August 2016. School Facility Good Repair Status - Most Recent Year Systems: Gas Leaks, Mechanical/HVAC, Sewer Good Dated HVAC units are repaired as needed. All HVAC units of the Administrative building will be replaced as part of the 2015 - 2017 reconstruction projects. Interior: Interior Surfaces Good Interior surfaces are repaired and or repainted/resurfaced as needed (except for cosmetic only of the Library - which will be demolished in our reconstruction). All interior surfaces of the Administrative building will be resurfaced as part of the 2015 - 2017 reconstruction project. Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Good Overall Cleanliness is always maintained at a very high level to protect and serve all students (and especially, our medically fragile students). Electrical: Electrical Good All electrical equipment is always maintained in perfect working condition for all students and staff and visitor safety and use. Restrooms/Fountains: Restrooms, Sinks/Fountains Good Always maintained at a very high level for student, staff and visitor use. Safety: Fire Safety, Hazardous Materials Good Always maintained at a very high level for all students, staff and visitors' safety. Structural: Structural Damage, Roofs Good Any "structural damage" would be immediately repaired. Our roof systems are repaired/resurfaced as needed (except for cosmetic only of the Library and or Annex - which will both be demolished in our reconstruction). Again, all roof surfaces of the Administrative building will be replaced or resurfaced as part of the 2015 - 2017 reconstruction project. External: Playground/School Grounds, Window s/Doors/Gates/Fences Good All playgrounds, grounds, windows, doors, gates, and fences are immediately repaired if needed. Our current playground area will be expanded and enhanced substantially with the addition of fencing and access gates as part of the 2015 - 2017 reconstruction project. Overall Rating "Good" - Opportunities for Parental Involvement - Valley View actively promotes parental involvement at our school. We have volunteers in classrooms working with students and assisting teachers on a daily basis. Our P.T.A. meetings are held on the first Wednesday of every month at 6:00 p.m. in Room #16 (Science Lab Room) or our MPR. The PTA sponsors such events as: Fall Festival; Snow Day/Holiday Breakfast; Family Concert Nights, Book Fairs and our annual "Summer Spectacular Festival." The PTA hosts a number of Family Fundraiser nights throughout the year to support our school-wide Arts Rotation program every Friday. Our School Site Council, who oversees our budget and programs, meets monthly on the first Wednesday of each month at 3:45 p.m. in Room #16. To academically support our families, we hold annual GATE Parent Nights, School Site Council meetings, ELAC Meetings, Parent Conferences, Back To School Night, Annual Title 1 Meeting, Information Evenings, and an Open House. School Safety Plan - Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes: -School disaster procedures - Guidelines to ensure a safe teaching and learning environment -Guidelines to promote safe travel to and from school- District and community resources for students and parents -Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. Date Plan was last updated: March 1, 2016 Areas of Desired Change and Action for 2015/2016. The School Climate – assuring each student a safe, respectful, accepting and emotionally nurturing environment & providing each student resiliency skills Areas needing improvement or change Students to respect the rights and property of others/ to report bullying The safety of students in unstructured play on the yard at recess Possible causes of safety concerns in this area. The need for continued clear expectancies for student behavior. Continue to support the reporting of bullying by targets. Also, a continued need for correct modeling of proper play and to provide additional structured recess activities. Desired Actions Continue reinforcement of our "Viking Virtues Maintain consistency of positive rewards and consequences provided by Yard Supervisors (e.g. "Caught Being Good" slips). Ongoing training of Yard Duty Staff "T RRFCC" (Trustworthy, Respectful, Responsible, Fair, Caring, and good Citizens) to reinforce positive behavior for the whole class - before school, at recess, and at lunch Develop "Guardian of Bullying" group sponsored by Mrs. Guidroz Continue Ultimate Recess Challenges with help of YMCA counselors Continue PTA sponsored Intramural Basketball contests (4th-6th graders) - "March Madness" Tournament. Develop the use of iPad to share Keenan Safe School Video segments as part of logical consequences EVIDENCE - Results of Action Plan: Report in December 2016 to PTA & SSC & Safety Committee The Physical Environment – assuring each student a safe physical environment • Areas needing improvement or change Vehicle, bicycle, and pedestrian traffic safety • Possible causes of safety concerns in this area: The need to continually educate, remind and enforce our Valet Lane (drop off & pick up) student procedures to new students, parents & staff. Need for additional safety markers/ signs Need for traffic safety education • Desired Actions Students will be dropped off and picked up in a safe and orderly fashion through teacher supervision and regular parent communication Ask Valley View PTA to continue support incentives, rewards & recognition of student valet volunteerism and to increase the number of participants Improved communication of Valet Procedures and expectations and support to parents (e.g. "NO Cell Phones" area) with First Day Packet information (to be sent home by teachers each August) EVIDENCE: Results of Action Plan: Report in December 2016 to PTA & SSC & Safety Committee The Standardized Emergency Management Systems • Areas needing improvement or change Keeping staff and parents aware of procedures in case of an emergency. If a crisis situation was to occur, the special education department or designee would mobilize the school psychologists to assist staff and students. • Possible causes of safety concerns in this area Food products and water supplies need to be rotated and replenished. New staff and current staff need to be instructed to review disaster plan and procedures. • Desired Actions Keep a current inventory and water supply. Participate in a formal Disaster Drill. (at least one will be an "earthquake" scenario) for October 2015. Staff will practice evacuating the building with monthly fire drills & a minimum of three "3-N-1" disaster/fire/lock down scenarios. EVIDENCE - Results of Action Plan: report in December 2016 to PTA & SSC & Safety Committee

Last updated: 1/31/2017

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	73
Grade 2	72
Grade 3	72
Grade 4	78
Grade 5	73
Grade 6	69
Total Enrollment	538



Last updated: 1/31/2017

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

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.4 %
Asian	2.4 %
Filipino	3.7 %
Hispanic or Latino	66.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	18.2 %
Two or More Races	1.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.4 %
English Learners	34.8 %
Students with Disabilities	12.5 %
Foster Youth	0.9 %

Last updated: 1/31/2017

A. Conditions of Learning

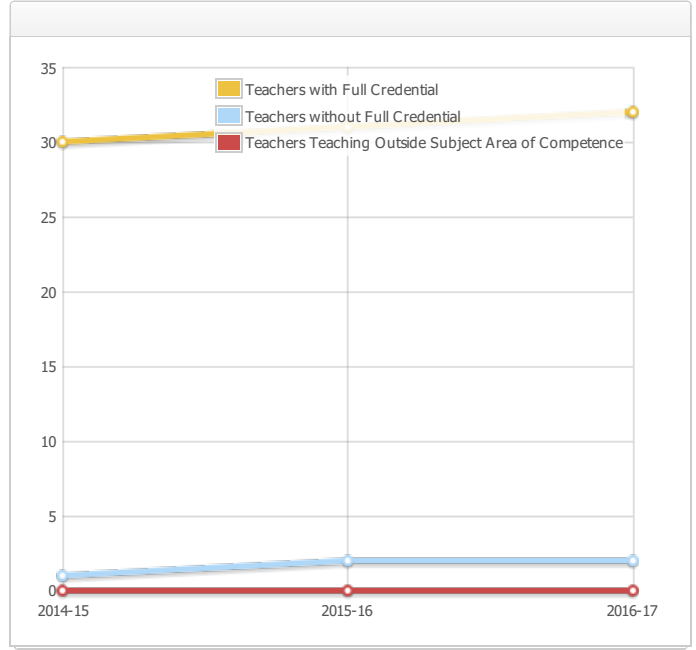
State Priority: Basic

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

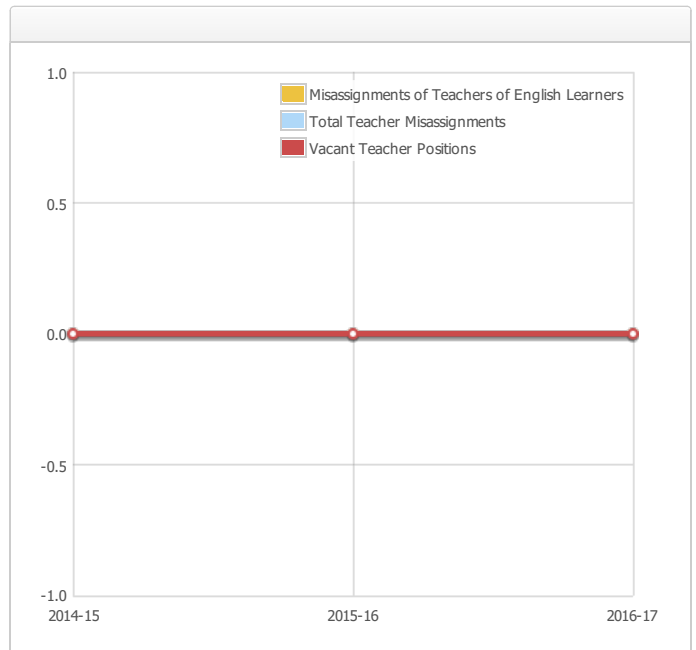
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	31	32	252
Without Full Credential	1	2	2	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/31/2017

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	Percent of Classes In Core Academic Subjects 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	100.0%	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.

Last updated: 1/31/2017

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

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.0 %
Science	Pearson California Science	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

Valley View Community School campus' includes a Main Building with general education classrooms, Special Education classrooms for Speech & Language pathology and therapy; and, RSP, the Administrative Office, a Computer Lab, Science Lab and two teacher and parent work rooms. Additionally, there is a "temporary" Library classroom #2, the 500 & 600 Building rows (with a total of eleven re-locatable classrooms), and our Annex Building which houses five Special Day Classes, two general education Kindergarten classes and the California Children Services Medical Therapy Unit. We have a ¼ mile track, baseball field, basketball and volleyball courts. Playground equipment for transitional kindergarten and kindergarten and 1st-6th graders complete our outdoor P.E. facilities. Finally, we have our Multi Purpose Room for events and student lunch service. The school was originally built in 1965 and modernized during 2006-07. Our Annex Building and Library and Administrative facility were modernized starting in February 2015.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed.
Interior: Interior Surfaces	Good	None needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None needed.
Electrical: Electrical	Good	None needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None needed.
Safety: Fire Safety, Hazardous Materials	Good	None needed.
Structural: Structural Damage, Roofs	Good	None needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repair actions are needed. Our new construction - to be completed on Annex in July 2016 and on our administration building in February 2017.

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
----------------	------

Last updated: 1/31/2017

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					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	60.0%	55.0%	59.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	50.0%	49.0%	46.0%	47.0%	33.0%	37.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	76	97.4%	69.7%
Male	38	36	94.7%	72.2%
Female	40	40	100.0%	67.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.2%	60.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	93.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.0%	64.7%
English Learners	26	25	96.2%	44.0%
Students with Disabilities	--	--	--	--
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 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.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	77	100.0%	57.1%
Male	42	42	100.0%	57.1%
Female	35	35	100.0%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.0%	57.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.0%	59.6%
English Learners	17	17	100.0%	23.5%
Students with Disabilities	12	12	100.0%	8.3%
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 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.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	72	97.3%	51.4%
Male	37	35	94.6%	51.4%
Female	37	37	100.0%	51.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.0%	40.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	13	92.9%	76.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.1%	46.2%
English Learners	24	23	95.8%	13.0%
Students with Disabilities	14	14	100.0%	14.3%
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 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.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	60.0%
Male	35	35	100.0%	51.4%
Female	36	35	97.2%	68.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.6%	48.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	61.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	46.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 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.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	75	97.4%	78.7%
Male	37	35	94.6%	88.6%
Female	40	40	100.0%	70.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.2%	70.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.0%	92.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.0%	74.0%
English Learners	26	25	96.2%	60.0%
Students with Disabilities	--	--	--	--
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 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.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	77	100.0%	48.1%
Male	42	42	100.0%	52.4%
Female	35	35	100.0%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.0%	51.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.0%	44.2%
English Learners	17	17	100.0%	29.4%
Students with Disabilities	12	12	100.0%	8.3%
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 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.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.7%	28.8%
Male	37	36	97.3%	30.6%
Female	37	37	100.0%	27.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	24.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	13	92.9%	46.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	28.3%
English Learners	24	24	100.0%	4.2%
Students with Disabilities	14	14	100.0%	--
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 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.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	39.1%
Male	35	35	100.0%	38.2%
Female	36	35	97.2%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.6%	27.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.0%	38.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	25.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 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.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	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)	68.0%	60.0%	60.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	74	68	91.9%	60.3%
Male	37	34	91.9%	55.9%
Female	37	34	91.9%	64.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	47	94.0%	53.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	14	11	78.6%	90.9%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	53	52	98.1%	53.9%
English Learners	24	22	91.7%	22.7%
Students with Disabilities	14	9	64.3%	22.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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.

Last updated: 1/31/2017

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 area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4%	40.3%	16.4%

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.

Last updated: 1/31/2017

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 2016-17)

Valley View actively promotes parental involvement at our school. We have parent volunteers in classrooms working with students and assisting teachers on a daily basis. Our P.T.A. meetings are held on the first Wednesday of every month at 6:00 p.m. in Room #16 (Science Lab Room). The PTA sponsors such events as: Fall Festival; Snow Day/Holiday Breakfast; Family Concert Nights, Book Fairs and our annual "Summer Bash" festival. The PTA hosts a number of Family Fundraiser Nights throughout the year to support our school-wide Fine Arts Rotation program each Friday. Our School Site Council, who oversees our budget and programs, meets monthly on the first Wednesday of each month at 3:45 p.m. in Room #16. To academically support our families, we hold annual GATE Parent Nights, School Site Council meetings, ELAC Meetings, DELAC Meetings, Parent Conferences, Back To School Night, Annual Title 1 Meeting, Math Night, Information Evenings, and an Open House. All of our Valley View Community School parents and adult community members are invited by our PTA to join our e-mail chain of communication to link volunteers to organized opportunities to help and be involved for our students' success. Additionally, we communicate all opportunities through our Monthly VVPTA Calendar, School Webpage, Invitation Flyers; and our N.T.I. Blackboard Connect phone messaging system.

State Priority: Pupil Engagement

Last updated: 1/31/2017

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

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

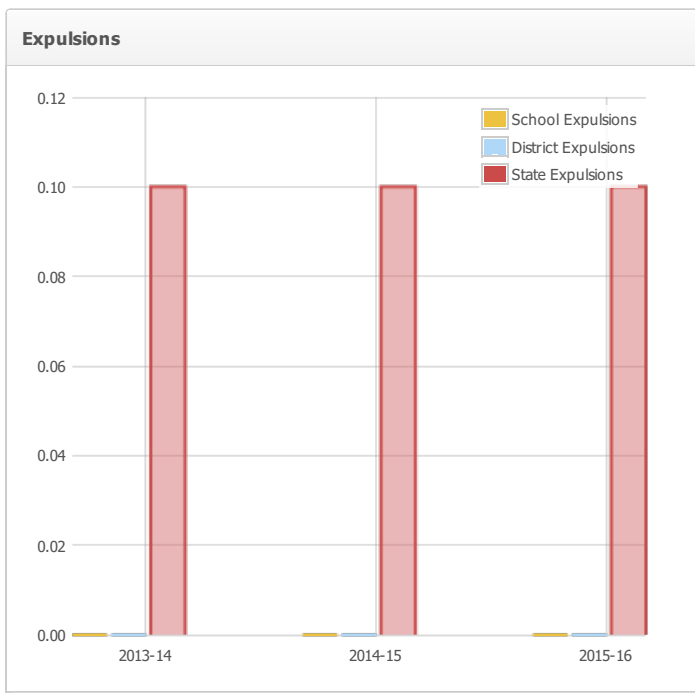
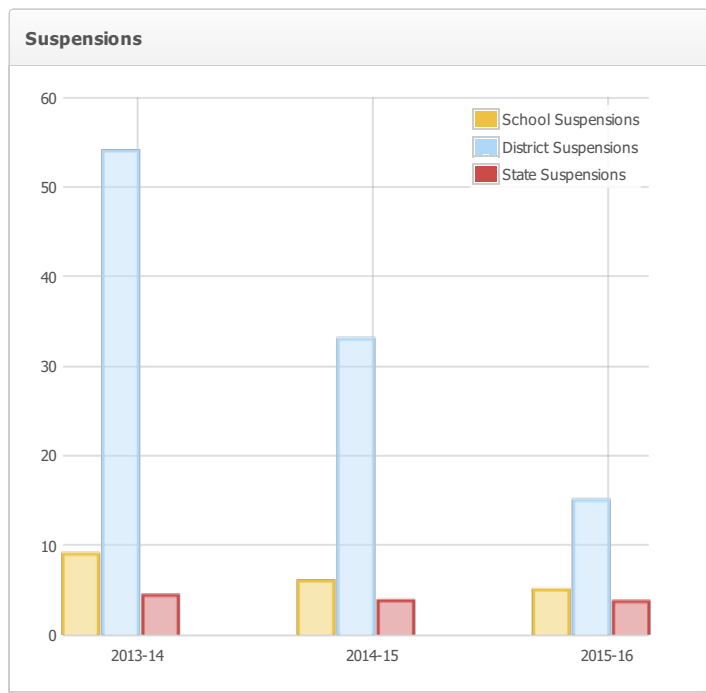
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	6.0	5.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm.

The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school-

District and community resources for students and parents

-Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Date Plan was last updated: February 25, 2016, by our School Site Council for March 2016

Areas of Desired Change and Action

The School Climate – assuring each student a safe , respectful, accepting and emotionally nurturing

environment & providing each student resiliency skills

Areas needing improvement or change

Students to respect the rights and property of others to report bullying

The safety of students in unstructured play on the yard at recess

Possible causes of safety concerns in this area.

The need for continued clear expectancies for student behavior.

Continue to support the reporting of bullying by targets.

Also, a continued need for correct modeling of proper play and to provide additional structured recess activities.

Desired Actions

Continue reinforcement of our "Viking Virtues"

Maintain consistency of positive rewards and consequences provided by Yard Supervisors
(e.g. "Caught Being Good" slips).

Ongoing training of Yard
Duty to maintain implementation of "TRRFCC" (Trustworthy, Respectful, Responsible, Fair, Caring, and good Citizens) - our positive behavior reinforcement for whole class - before school, at recess, and at lunch and lunch recess

Maintain "Guardian of Bullying" group sponsored by Mrs. Guidroz and led by School Counselor

Continue Ultimate Recess Challenges with help of YMCA counselors

Continue PTA sponsored Intramural Basketball contests (4th-6th graders) - "March Madness" Tournament

Continue use of iPad to share Keenan Safe School Video segments as part of logical consequences

EVIDENCE - Results of Action Plan:

Report in December 2016 to PTA & SSC & Safety Committee

The Physical Environment - assuring each student a safe physical environment

- Areas needing improvement or change

Vehicle, bicycle, and pedestrian traffic safety

- Possible causes of safety concerns in this area:

The need to continually educate, remind and enforce our Valet Lane (drop off & pick up) student procedures to new students, parents & staff.

Need for additional safety markers/ signs

Need for traffic safety education

- Desired Actions

Students will be dropped off and picked up in a safe and orderly fashion through teacher supervision and regular parent communication

Ask Valley View PTA to continue support incentives, rewards & recognition of student valet volunteerism and to increase the number of participants

Improved communication of Valet Procedures and expectations and support to parents (e.g. "NO Cell Phones" area) with First Day Packet information (to be sent home by teachers each August)

EVIDENCE: Results of Action Plan:

report in December 2016 to PTA & SSC & Safety Committee

The Standardized Emergency Management Systems

- Areas needing improvement or change

Keeping staff and parents aware of procedures in case of an emergency.

If a crisis situation was to occur, the special education department or designee would mobilize the school psychologists to assist staff and students.

- Possible causes of safety concerns in this area

Food products and water supplies need to be rotated and replenished.

New staff and current staff need to be instructed to review disaster plan and procedures.

- Desired Actions

Keep a current inventory and water supply.

Participate in a formal Disaster Drill. (at least one will be an "earthquake" scenario) in October 2014.

Staff will practice evacuating the building with monthly fire drills & a minimum of three "3-N-1" disaster/fire/lock down scenarios.

EVIDENCE - Results of Action Plan:

report in December 2016 to PTA & SSC & Safety Committee

Last updated: 1/31/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.3	1	3	0	22.0	0	3	0	24.3	0	3	0
1	19.0	4	0	0	19.6	4	0	0	23.3	0	3	0
2	29.6	0	3	0	27.0	0	3	0	22.6	0	3	0
3	29.6	0	3	0	24.6	0	3	0	23.3	0	3	0
4	30.5	0	2	0	30.3	0	3	0	34.5	0	0	2
5	29.6	0	3	0	30.0	0	2	0	34.0	0	0	2
6	32.0	0	2	0	33.5	0	1	1	33.5	0	0	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2017

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10889.0	\$5905.0	\$4983.0	\$72484.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	-1.5%	0.3%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	0.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

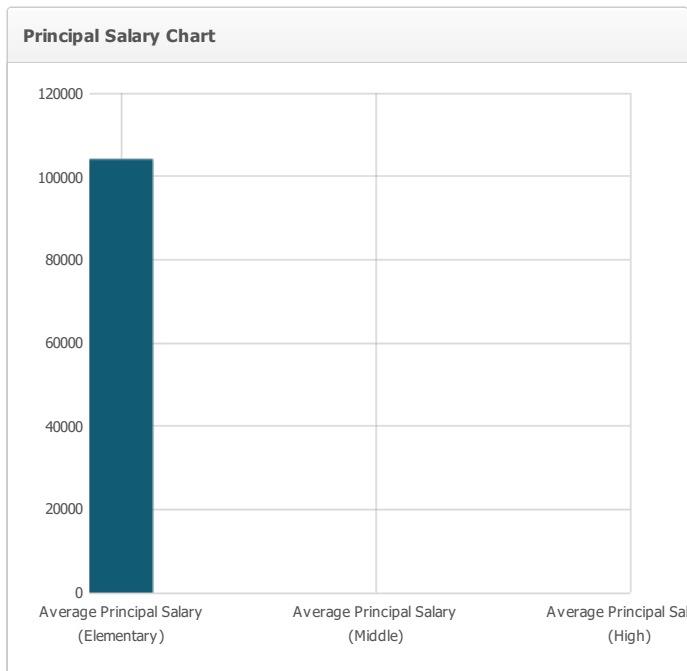
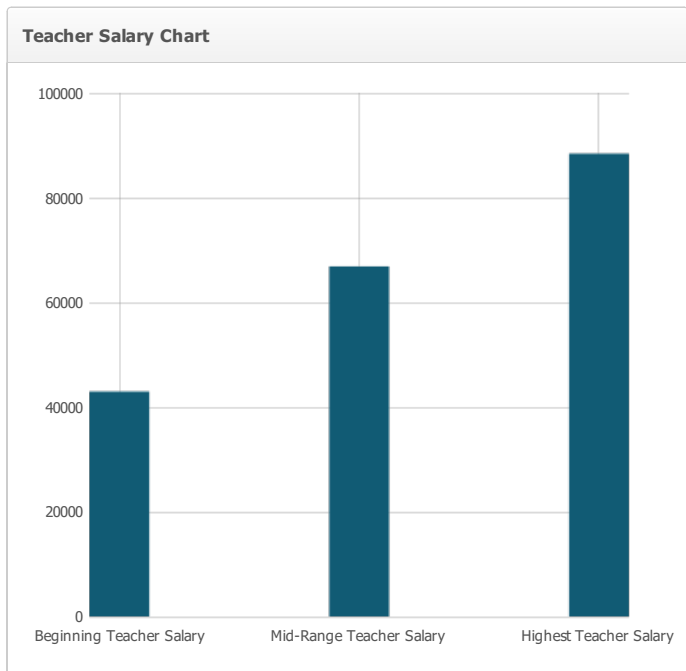
- Gifted and Talented Education (GATE)
- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality & Class Size Reduction
- Title III, Part A - Limited English Proficient (LEP)
- LCFF Base and Concentration Grants

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program, Beginning Teacher Support and Assessment (BTSA), for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Sulphur Springs Union School District and Valley View Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/31/2017