

Silver Valley Academy

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)

School Contact Information	
School Name	Silver Valley Academy
Street	33525 Ponnay
City, State, Zip	Daggett California 92327
Phone Number	760-254-2715
Principal	Michael Cox
E-mail Address	mcox@svusdk12.net
Web Site	http://silvervalley.k12.ca.us/alternative
CDS Code	36-73890-3630282

District Contact Information	
District Name	Silver Valley Unified School District
Phone Number	760.254.2916
Superintendent	Jill S. Kemock
E-mail Address	jkemock@svusdk12.net
Web Site	www.svusdk12.net

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

The Alternative Education Center is comprised of four schools and/or nine programs in the Silver Valley Unified School District. Each is designed to provide a unique individualized educational setting to assist students in reaching their academic and personal goals. The Alternative Education Center promotes respect for cultural diversity and inspires integrity and respect of self and others. Classroom practices foster intellectual and social development, engage students in problem solving, higher order thinking skills and learning activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of our Expected School-wide Learning Results (ESLR'S), we equip students with the skills and knowledge that empower them to be ethical, literate, responsible and contributing members of their community.

School Vision & Mission Statement

The vision of Silver Valley Academy is to create a safe and constructive learning environment which promotes academic growth and personal success for all students. Through these techniques we will develop interpersonal skills and ensure the creation of life-long learners.

The mission of the Silver Valley Academy is to provide all students with an unconventional setting, where the individual needs of each student are addressed through the access of a state standards based, aligned curriculum and federal mandates.

Community & School Profile

Located in the rural high desert of Southern California, 126 miles from Los Angeles and 144 miles from Las Vegas, Silver Valley Unified School District educates nearly 2,300 students in grades kindergarten through twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo.

The district is comprised of seven school sites including three elementary schools. one middle school. one K-8 school, one comprehensive high school , and an alternative education center. The alternative education center is made up of four schools and includes, Calico High School, Silver Valley Academy, Silver Valley Community Day School. and Silver Valley Adult Education all at one location.

Silver Valley Academy is WASC accredited (2013), consists of four programs and includes Long-Term Independent Study Program (1-12), the Success Program for special education (7-12), Emerging Ability Program for students with severe life handicapping conditions, and the Home and Hospital Program (K-12). In addition, an adult school operates on the campus two evenings per week . Students who experience difficulty in a traditional school setting often find success in alternative programs. Silver Valley Academy provides individualized instruction, with frequent one-on-one student and teacher interaction. The school fosters a college atmosphere and attitude to prepare students for higher learning.

In order to be admitted, students are screened by the program administrator. In any alternative educational environment, flexibility is key. The school's programs offer several options to students regarding attendance and how assignments are completed and turned in. More flexibility is offered to those students who make adequate academic progress, and have a consistent record of earning credits.

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

Grade Level	Number of Students
Grade 4	1
Grade 6	1
Grade 7	3
Grade 8	1
Grade 9	5
Grade 10	11
Grade 11	13
Grade 12	8
Total Enrollment	43

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0
Asian	2.3
Filipino	2.3
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	9.3
White	48.8
Two or More Races	2.3
Socioeconomically Disadvantaged	46.5
English Learners	0
Students with Disabilities	18.6
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	3	3	3	120
Without Full Credential	1	0	0	8
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	0
Total Teacher Misassignments *	1	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	99.3	0.7
High-Poverty Schools in District	99.1	0.9
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: August 2016

Pursuant to the settlement of Williams vs. the State of California, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2016-17 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 06, 2016.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as, foreign language and health (as appropriate), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in August 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adopted 2010 Pearson Adopted 2010	Yes	0.0%
Mathematics	Holt, Rinehart & Winston Adopted 2008 MacMillan/McGraw Hill Adopted 2008 Pearson Adopted 2008	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Glencoe Adopted 2007 Houghton Mifflin Adopted 2007 Kendall/Hunt Adopted 2007 Prentice Hall Adopted 2007	Yes	0.0%
History-Social Science	Glencoe/McGraw Hill Adopted 2006 Houghton Mifflin Adopted 2006	Yes	0.0%
Foreign Language	McDougal Littell Adopted 2005	Yes	0.0%
Health	Glencoe/McGraw Hill Adopted 2010	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 8 acres, the Alternative Education Center site serves Calico Continuation High School, Silver Valley Academy, Silver Valley Adult School, and the Silver Valley Community Day School. This site was originally constructed in 1953. The campus is comprised of 14 permanent classrooms, and 2 portable classrooms. The multipurpose room and 4 classrooms are currently unoccupied.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District, including regular facilities inspections, to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection, provided by the district.

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: June 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Poor HVAC performance in unoccupied Rooms # 11, 12, 13, 14, MPR, and Kitchen.
Interior: Interior Surfaces		X		Some damaged interior surfaces in Rooms 2, 5, 7/8, and Boys Restrooms by Rms 3 and 10.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unoccupied rooms 12, 13, 14, Kitchen and MPR need to be cleaned before re-occupancy
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 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	0	48	45	53	44	48
Mathematics	0		35	41	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	11	16	12	75.0	72.7

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	11	16	12	75.0	

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)	--	--	31	63	54	57	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	16	13	81.3	30.8

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.

Career Technical Education Programs (School Year 2015-16)

Silver Valley Academy strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts .

Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills.

Students may enroll in a "Career" class which enables them to research different career options and to develop skills necessary for applying to jobs, such as writing resumes and interviewing skills .

Silver Valley Academy engages community support and participation to provide guest speakers from organizations such as the Speakers Bureau of the Chamber of Commerce, Fort Irwin, the County Sheriffs Association, San Bernardino County offices, Wal-Mart, the military, the Barstow Police Department, and Barstow Community College representatives. These speakers increase student awareness of the many opportunities and options for future education, training, and employment beyond high school.

The following Career Technical Education (CTE) programs offered off campus at Silver Valley High School:

- Diversified Occupations
- Micro Computers
- Networking
- ROP Auto
- ROP Desktop Publishing
- ROP Digital Design

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated based on mastery of "employment readiness standards", both basic and industry-specific, results of career-technical skills assessments, and/or placement of program completers in employment, post-secondary education, or the military.

Career Technical Education Participation (School Year 2015-16)

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

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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)

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer on-site and participate on the School Site Council. The Parent Booster's Club helps fund numerous activities for the school.

Numerous programs and activities at Silver Valley Academy are enriched by generous contributions from local businesses and service organizations.

Contact Information

Parents who wish to volunteer or participate in the school's committees or activities , may contact the office at (760) 254 -2715. The district's website (<http://www.svusdk12.net>) also provides helpful information and a variety of resources for parents, students, and the community.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.00	11.10	5.00	3.10	5.00	2.50	11.40	11.50	10.70
Graduation Rate	85.00	81.48	95.00	93.88	92.44	97.50	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	0	100	83
Native Hawaiian/Pacific Islander	0	50	85
White	100	100	91
Two or More Races	100	75	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	100	54
Students with Disabilities	100	100	78

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
Suspensions	1.1	4.3	0.0	4.6	3.3	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Silver Valley Academy. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-duty aides, teachers, and school administrators.

To safeguard the well-being of students and staff, comprehensive School Site Safety Plans have been developed for each site by the district. The Safety Plans were most recently updated in February 2015, with all revisions reviewed with the staff. Key elements of the Safety Plan focus on the following: school rules and procedures, disaster procedures, current status of school crime, notification to teachers, child abuse reporting procedures, school-wide dress code, routine and emergency drills, sexual harassment policy, policies related to suspension and expulsion, maintaining a safe and orderly school environment, safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held.

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		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	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	N/A				N/A				N/A			
1	N/A				N/A				N/A			
2	N/A				N/A				N/A			
3	N/A				N/A				N/A			
4	N/A				1	1			1	1		
5					2	1			2	1		
6	3	1			3	1			3	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	1	120
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$27,705	\$8,650	\$19,055	\$75,886
District	N/A	N/A	\$4,984	\$64,917
Percent Difference: School Site and District	N/A	N/A	282.3	29.6
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	244.1	20.1

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Silver Valley Unified School District received state and federal categorical funding for the following support programs :

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,344	\$42,063
Mid-Range Teacher Salary	\$67,560	\$64,823
Highest Teacher Salary	\$91,680	\$84,821
Average Principal Salary (Elementary)	\$104,398	\$101,849
Average Principal Salary (Middle)	\$105,956	\$107,678
Average Principal Salary (High)	\$113,012	\$115,589
Superintendent Salary	\$170,000	\$169,152
Percent of Budget for Teacher Salaries	28%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the "California Standards for the Teaching Profession" which include the following: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Staff members build teaching skills and concepts through participation in conferences and work shops throughout the year. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development professional development topics included: APEX Training, Illuminate Training, Holt Differential Instruction ELA, CMAT (Math) Training, Singapore Conference, Scholastic Read 180 & System 44 training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.