

Valley View Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|--|--|
| District Name | West Contra Costa Unified |
| Phone Number | (510) 231-1101 |
| Superintendent | Matthew Duffy |
| E-mail Address | matthew.duffy@wccusd.net |
| Web Site | www.wccusd.net |

| School Contact Information (School Year 2018—19) | |
|--|--|
| School Name | Valley View Elementary |
| Street | 3416 Maywood Dr. |
| City, State, Zip | Richmond, Ca, 94803-2099 |
| Phone Number | 510-231-1455 |
| Principal | Ann Marie Marinakis |
| E-mail Address | amarinakis@wccusd.net |
| County-District-School (CDS) Code | 07617966005003 |

Last updated: 1/10/2019

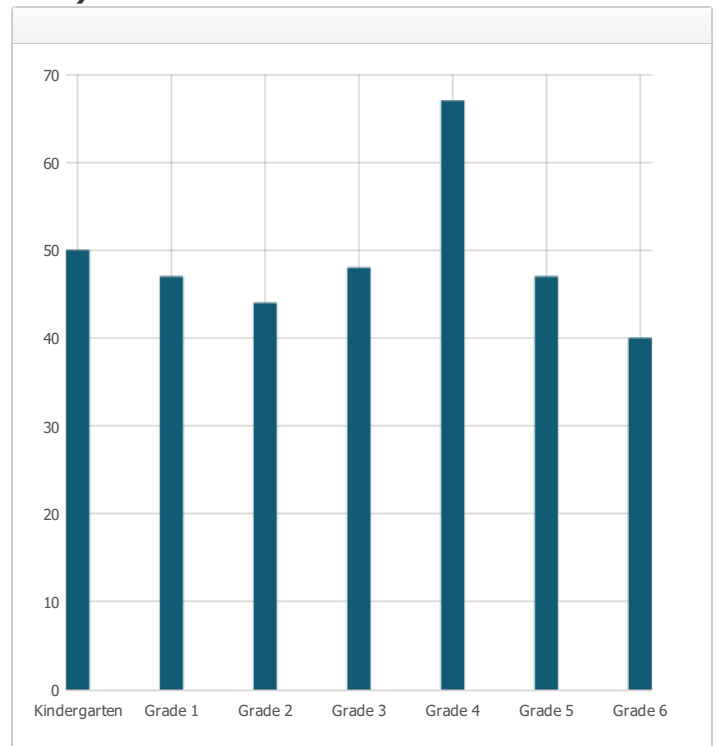
School Description and Mission Statement (School Year 2018—19)

Vision Statement: Valley View Elementary prepares our students to be well-rounded individuals both academically and personally. Our students, staff, and parents work together to provide a safe, positive environment that fosters respect, independence, and a love of learning while valuing diversity.

Last updated: 11/29/2018

Student Enrollment by Grade Level (School Year 2017—18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 50 |
| Grade 1 | 47 |
| Grade 2 | 44 |
| Grade 3 | 48 |
| Grade 4 | 67 |
| Grade 5 | 47 |
| Grade 6 | 40 |
| Total Enrollment | 343 |



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 15.2 % |
| American Indian or Alaska Native | 0.3 % |
| Asian | 16.0 % |
| Filipino | 8.5 % |
| Hispanic or Latino | 27.1 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 28.9 % |
| Two or More Races | 3.8 % |
| Other | -0.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 53.4 % |
| English Learners | 16.6 % |
| Students with Disabilities | 14.9 % |
| Foster Youth | 0.6 % |

A. Conditions of Learning

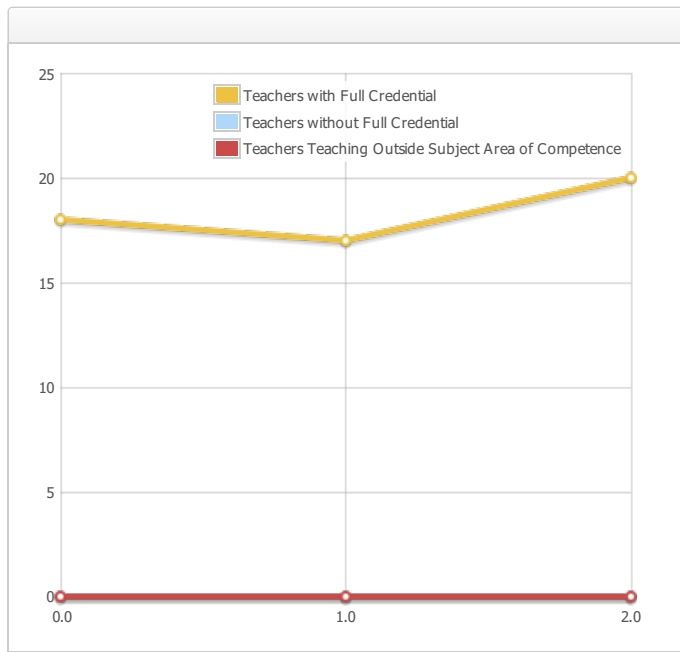
State Priority: Basic

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

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

Teacher Credentials

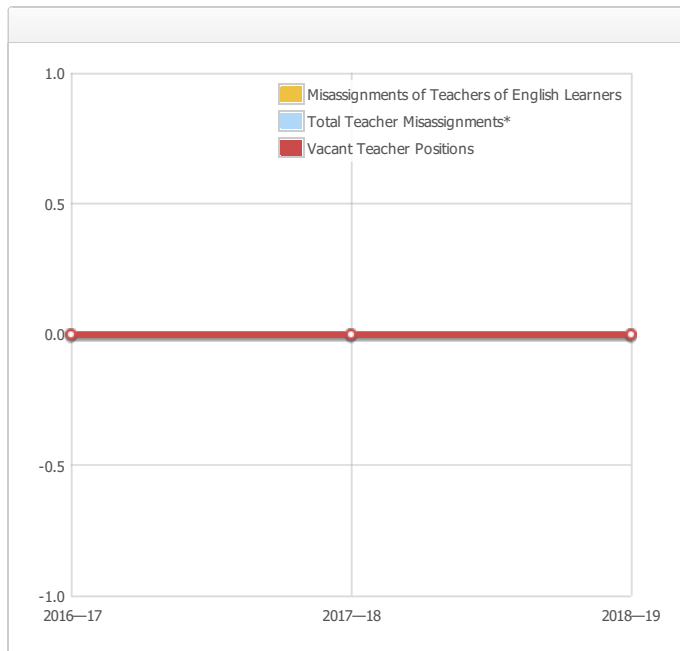
| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 18 | 17 | 20 | 1211 |
| Without Full Credential | 0 | 0 | 0 | 140 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 10 |



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| 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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | McGraw Hill Treasures and Triumphs, c2010 *materials from current CDE list under review | Yes | 0.0 % |
| Mathematics | McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017 | Yes | 0.0 % |
| Science | Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20 | Yes | 0.0 % |
| History-Social Science | McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20 | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | N/A | | 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: 1/21/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident. |
| Interior: Interior Surfaces | Good | Interior surfaces appear to be clean, safe, and functional. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. |
| Electrical: Electrical | Good | There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. |
| Safety: Fire Safety, Hazardous Materials | Good | The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. |
| Structural: Structural Damage, Roofs | Poor | There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: -Paint the ramp |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. |

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

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

Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 39.0% | 42.0% | 35.0% | 36.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 38.0% | 33.0% | 25.0% | 24.0% | 37.0% | 38.0% |

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.

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

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 197 | 192 | 97.46% | 41.67% |
| Male | 114 | 110 | 96.49% | 40.00% |
| Female | 83 | 82 | 98.80% | 43.90% |
| Black or African American | 35 | 34 | 97.14% | 23.53% |
| American Indian or Alaska Native | | | | |
| Asian | 33 | 32 | 96.97% | 46.88% |
| Filipino | 14 | 14 | 100.00% | 71.43% |
| Hispanic or Latino | 51 | 50 | 98.04% | 30.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 58 | 56 | 96.55% | 53.57% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 111 | 108 | 97.30% | 32.41% |
| English Learners | 43 | 42 | 97.67% | 19.05% |
| Students with Disabilities | 29 | 26 | 89.66% | 11.54% |
| 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 197 | 192 | 97.46% | 32.81% |
| Male | 114 | 110 | 96.49% | 34.55% |
| Female | 83 | 82 | 98.80% | 30.49% |
| Black or African American | 35 | 34 | 97.14% | 8.82% |
| American Indian or Alaska Native | | | | |
| Asian | 33 | 32 | 96.97% | 40.63% |
| Filipino | 14 | 14 | 100.00% | 71.43% |
| Hispanic or Latino | 51 | 50 | 98.04% | 22.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 58 | 56 | 96.55% | 42.86% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 111 | 108 | 97.30% | 25.00% |
| English Learners | 43 | 42 | 97.67% | 23.81% |
| Students with Disabilities | 29 | 26 | 89.66% | 3.85% |
| 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/23/2019

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 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 23.9% | 23.9% | 23.9% |

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: 1/23/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Valley View Elementary is proud of its numerous parent volunteers and has developed many opportunities for parent involvement. Parent volunteers that have their Volunteer Badge work in the classrooms and assist with school-wide activities. Visitors are welcome and must check in with the office. Parents are informed of events and activities through regular voice and/or written communications, our school's website, the Valley View Community Website and a monthly calendar. Valley View Elementary does not have a Parent - Teacher Association (PTA), but is the "friend of" the Valley View Parents' Club (VVPC), a registered 501 (c) (3) organization: The VVPC hosts community building activities and raises funds for school - wide programs designed to support the academic needs of all students; including school-wide assemblies, music curriculum for all students, intervention and enrichment programs, field trips and transportation, and after school enrichment programs. The VVPC meets monthly with a teacher representative and the principal in attendance. Valley View also holds Family Math Night, Literacy Night, Science Night, and The Arts Night.

School Site Council (SSC): Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The role of the Valley View SSC is to empower elected members to work democratically to improve student achievement and provide leadership and accountability for closing the achievement gap.

Contact Information for Parental Involvement: Staff Community Engagement Office (510) 307-4526

State Priority: Pupil Engagement

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

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

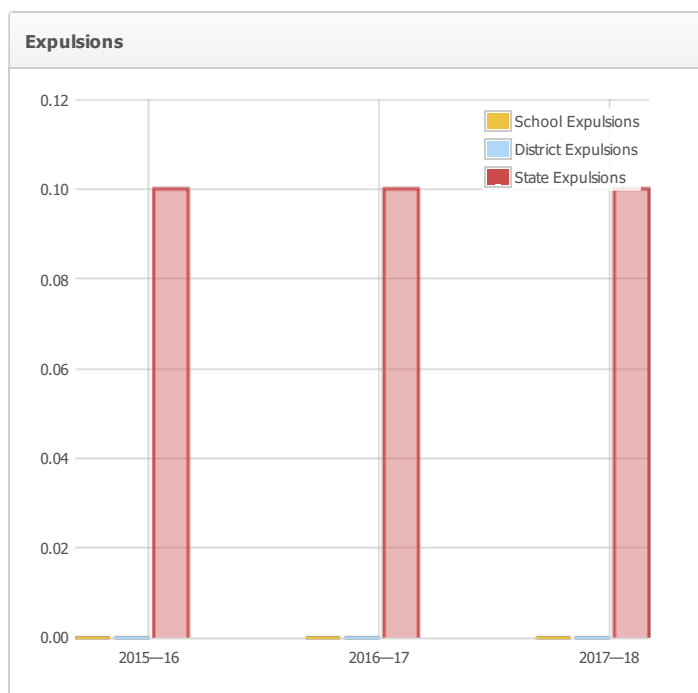
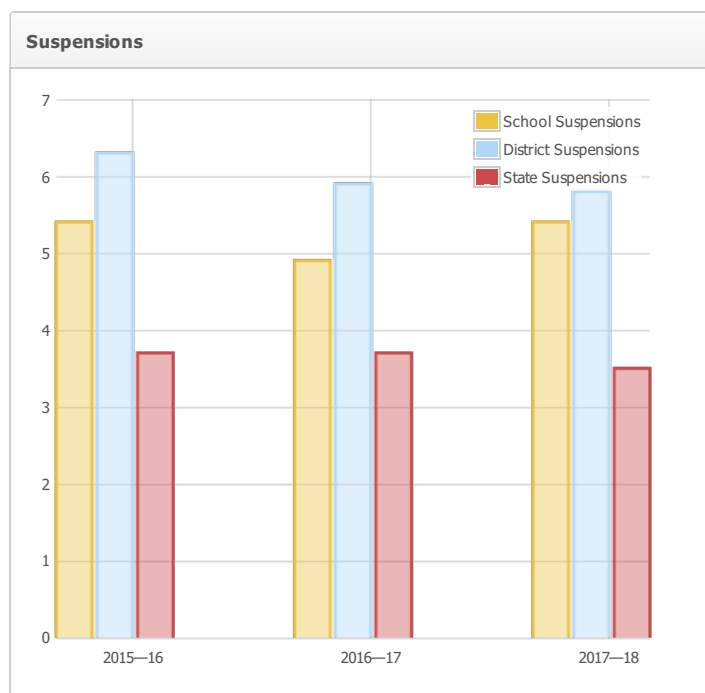
State Priority: School Climate

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

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 5.4% | 4.9% | 5.4% | 6.3% | 5.9% | 5.8% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 20.0 | 1 | 2 | |
| 1 | 24.0 | | 1 | |
| 2 | 24.0 | | 2 | |
| 3 | 20.0 | 1 | 2 | |
| 4 | 21.0 | 1 | 1 | |
| 5 | 30.0 | | 1 | |
| 6 | 28.0 | | 2 | |
| Other** | 24.0 | | 1 | |

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 14.0 | 3 | | |
| 1 | 24.0 | | 2 | |
| 2 | 25.0 | | 1 | |
| 3 | 21.0 | 1 | 3 | |
| 4 | 25.0 | | 2 | |
| 5 | 30.0 | | 1 | |
| 6 | 30.0 | | 2 | |
| Other** | | | | |

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 19.0 | 2 | 1 | |
| 1 | 21.0 | 1 | 1 | |
| 2 | 22.0 | 1 | 1 | |
| 3 | 24.0 | | 2 | |
| 4 | 23.0 | 1 | 2 | |
| 5 | 29.0 | | 1 | |
| 6 | 29.0 | | 2 | |
| Other** | | | | |

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

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

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.2 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 0.0 | 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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$6535.0 | \$1236.3 | \$5298.7 | \$63854.2 |
| District | N/A | N/A | \$7722.4 | \$67686.4 |
| Percent Difference – School Site and District | N/A | N/A | -37.2% | -5.8% |
| State | N/A | N/A | \$6574.0 | \$80764.0 |
| Percent Difference – School Site and State | N/A | N/A | -21.5% | -23.4% |

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

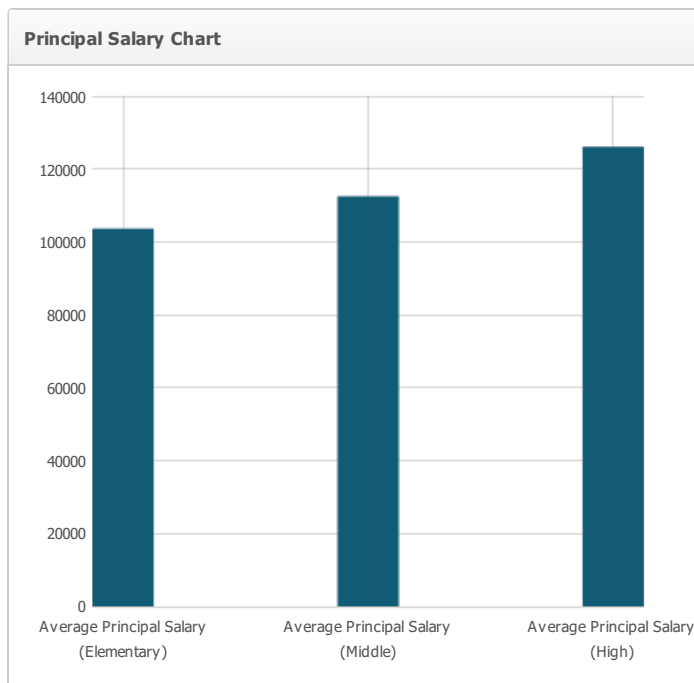
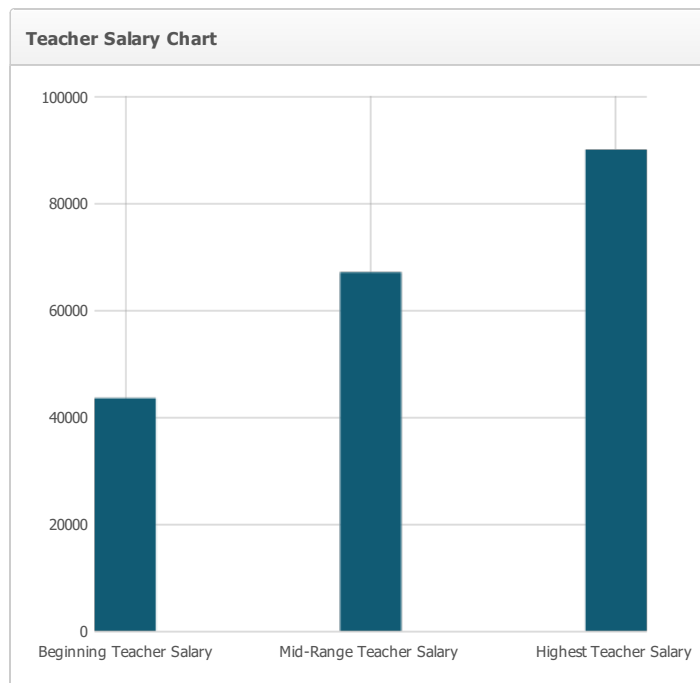
- SPORTS
- OAKLAND YOUTH CHORUS
- ROURKE EDUCATIONAL MEDIA
- CATHOLIC CHARITIES OF THE EAST BAY
- IXL LEARNING SOFTWARE

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,519 | \$47,903 |
| Mid-Range Teacher Salary | \$67,069 | \$74,481 |
| Highest Teacher Salary | \$90,000 | \$98,269 |
| Average Principal Salary (Elementary) | \$103,642 | \$123,495 |
| Average Principal Salary (Middle) | \$112,513 | \$129,482 |
| Average Principal Salary (High) | \$126,076 | \$142,414 |
| Superintendent Salary | \$260,000 | \$271,429 |
| Percent of Budget for Teacher Salaries | 30.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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



Last updated: 1/23/2019

Professional Development

Valley View teachers attend a variety of professional development sessions throughout the school year. Teachers at Valley View participate in professional development to enhance visual and performing arts, science, math, and STEAM instruction. Professional development in these and technology and best practices are offered on site and throughout the district.

This year our focus is writing using New Teachers Writing Program with a continued emphasis on Multiple Methods of problem solving, showing evidence in reading comprehension and writing, and student discourse. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning.

Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Last updated: 11/29/2018