

## Executive Summary School Accountability Report Card, 2011–12

# *For Spencer Valley Elementary School*

**Address:** 4414 Highway 78/79, Santa Ysabel, CA 92070-0159

**Phone:** 760-765-0336

**Principal:** Julie Weaver

**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

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Spencer Valley School blends the traditional values and personalized environment of the 19th century schoolhouse with current technology, and understanding of human potential, to create a model school for the 21st century.

A one-school district, Spencer Valley Elementary is nestled in Wynola Valley at the foot of Volcan Mountain, in northeast San Diego County, 4 miles from the historic town of Julian.

With a student population of 30 and a staff, which includes a superintendent/ principal, 3 full time and 2 part time classroom teachers, and specialists in technology, students receive individualized instruction. Students learn to be responsible for their own learning, behavior, and to the school community.

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### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	30
Black or African American	0.0%
American Indian or Alaska Native	3.3%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	6.7%
Native Hawaiian or Pacific Islander	0.0%
White	80.0%
Two or More Races	10.0%
Socioeconomically Disadvantaged	33.3%
English Learners	0.0%
Students with Disabilities	0.0%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	81%
Mathematics	76%
Science	0%
History-Social Science	0%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	911
Statewide Rank (from 2011 Base API Report)	10
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2012–13 Program Improvement Status (PI Year)	

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

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Site is in general good condition.

### Repairs Needed

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Ceiling tile assessment to be performed summer of 2013.

### Corrective Actions Taken or Planned

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Consultation with SDCOE facilities and planning about ceiling tiles.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$20,779
District	\$20,779
State	N/A

## School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2011–12 School Year**  
*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### District Contact Information (School Year 2012–13)

Name	Spencer Valley Elementary
Phone Number	(760)765-0336
Web Site	svesd.net
Superintendent	Julie Z. Weaver
E-mail Address	spencervalley@svesd.net
CDS Code	37684036040554

### School Contact Information (School Year 2012–13)

Name	Spencer Valley Elementary
Street	P.O. Box 159, 4414 Hwy. 78/79
City, State, Zip	Santa Ysabel, CA 92070
Phone Number	(760)765-0336
Principal	Julie Z. Weaver
E-mail Address	spencervalley@svesd.net

### School Description and Mission Statement (School Year 2011–12)

#### *ASSETS*

Differentiated learning tied to California State Academic Standards  
Approximately 1 teacher for every 8 students  
Multi-age grouping vs. Modern classrooms, library, and creative arts room  
Networked technology lab with full internet access - 1 computer for every 3 students  
Historic one-room schoolhouse, bell tower, courtyard garden, waterfall and pond  
4 acres of play area with grass, boulders, live oaks, play equipment, and ball courts  
Shakespearean and student-written drama productions  
Visual arts program  
Children's garden learning project  
Home-cooked lunch program available  
A 2004 & 2008 California Distinguished School

#### *Mission Statement*

Spencer Valley School is a public elementary school which provides a comprehensive education, in a safe, nurturing environment. Students develop the high academic skills, self-confidence and resourcefulness, necessary to approach life with optimism, live it with integrity, and to be a positive difference in the world.

### **Opportunities for Parental Involvement (School Year 2011–12)**

In a democracy, parents and guardians are encouraged and welcomed to become involved in a formal education of their children enrolled in public schools. This early and consistent parental involvement helps children do well academically. When this involvement is combined with a partnership between home and school, the student, the school, and the community benefit. Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in Chapter 864, Statutes of 1998. Parents help guide decisions as members of site committees, volunteers in classrooms, field trips and special projects.

### **Student Enrollment by Grade Level (School Year 2011–12)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	6
Grade 1	2
Grade 2	5
Grade 3	5
Grade 4	5
Grade 5	3
Grade 6	1
Grade 7	2
Grade 8	1
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>30</b>

### Student Enrollment by Student Group (School Year 2011–12)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	3.3%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	6.7%
Native Hawaiian or Pacific Islander	0.0%
White	80.0%
Two or More Races	10.0%
Socioeconomically Disadvantaged	33.3%
English Learners	0.0%
Students with Disabilities	0.0%

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

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	18	1			16	1			14	1		
4-8	14	1			10	1			16	1		
Other												

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

### III. School Climate

#### School Safety Plan (School Year 2011–12)

The school safety protocols are reviewed and updated each September with staff and law enforcement. Parents are updated on changes to the plan during Back to School Night. School Site Council reviews parent surveys each year and makes any recommendations for changes in the next school year. Staff and students participate in drills throughout the year. All staff is CPR/First Aid trained. Plans were reviewed in light of recent shootings.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012–13)

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#### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		XX			
<b>Interior:</b> Interior Surfaces			XX		Ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		XX			
<b>Electrical:</b> Electrical		XX			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		XX			
<b>Safety:</b> Fire Safety, Hazardous Materials			XX		
<b>Structural:</b> Structural Damage, Roofs		XX			Roof Redone
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		XX			
<b>Overall Rating</b>		XX			

Note: Cells shaded in black do not require data.



## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

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

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

*Year and month in which data were collected: August 2012*

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2003	Yes	0
Mathematics	2008	Yes	0
Science	2006	Yes	0
History-Social Science	2005	Yes	0
Foreign Language	N/A	N/A	N/A
Health	2008	Yes	0
Visual and Performing Arts	2008	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)
School Site	\$20,779	\$10,770	\$10,009
District			\$10,009
Percent Difference – School Site and District			None
State			\$57,019
Percent Difference – School Site and State			N/D

Note: Cells shaded in black do not require data.

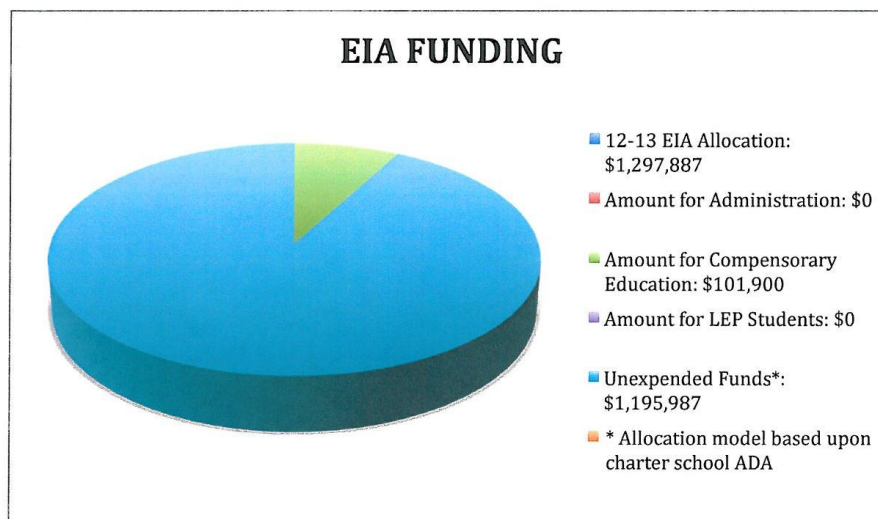
**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

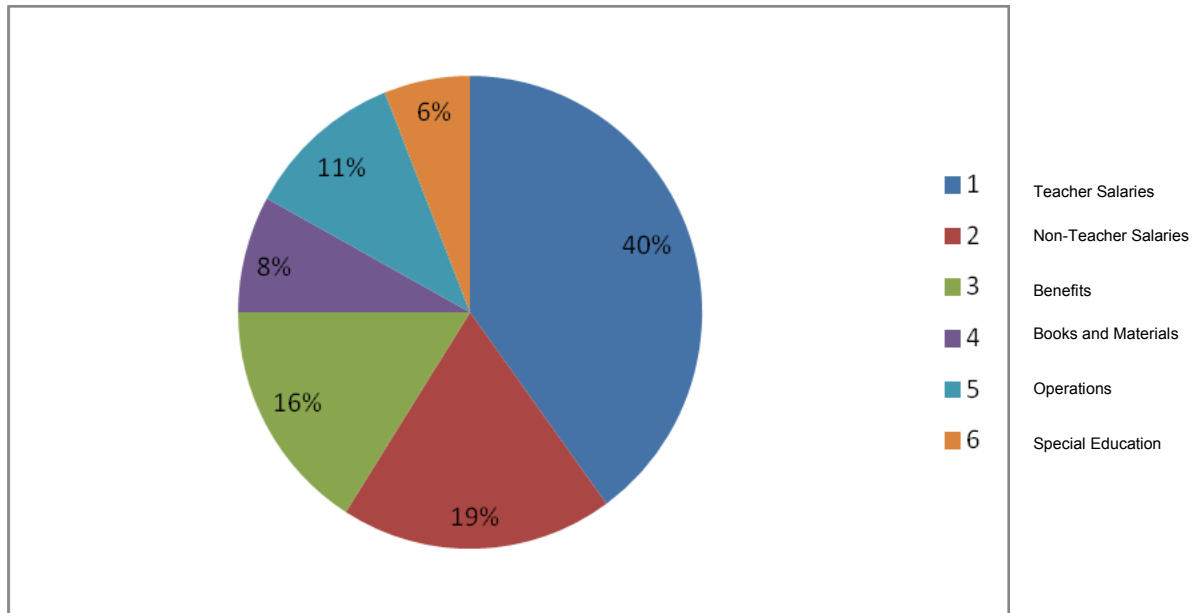
### Types of Services Funded (Fiscal Year 2011–12)

Spencer Valley School currently offers the following services for qualifying students:

- Special Education (speech and in-class consultation)
- Early Intervention Reading
- After School one-on-one intervention
- Group study hour – “Homework Club”
- Native American support
- GATE Support
- English Language Learner Support



## Teacher and Administrative Salaries (Fiscal Year 2011–12)



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

### EDUCATION PROTECTION ACT INFORMATION FROM PROPOSITION 30 FOR 2012-2013

Revenue Limit                      \$204,719

EPA Funds\*                              \$51,807

\*EPA funds will be used for credentialed salaries

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from

achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District/Includes Charter			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	77%	67%	81%	59%	58%	58%	52%	54%	56%
Mathematics	95%	95%	76%	34%	30%	29%	48%	50%	51%
Science	0%	0%	0%	55%	47%	47%	54%	57%	60%
History-Social Science	0%	0%	0%	39%	42%	37%	44%	48%	49%

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students at the School	81%	76%	0%	0%
Male	0%	0%	0%	0%
Female	73%	73%	0%	0%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	88%	75%	0%	0%
Two or More Races	0%	0%	0%	0%

<b>Socioeconomically Disadvantaged</b>			0%	0%
<b>English Learners</b>				
<b>Students with Disabilities</b>	0%	0%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

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.

## California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
*5	N/A	N/A	N/A
*7	N/A	N/A	N/A

\*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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
<b>Statewide</b>	9	10	10
<b>Similar Schools</b>			

## Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at Spencer Valley	61	8	-31
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	20	911	20	911	4,664,264	788
Black or African American	0		0		313,201	710
American Indian or Alaska Native	0		0		31,606	742
Asian	0		0		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	2		2		2,425,230	740
Native Hawaiian or Pacific Islander	0		0		26,563	775
White	15	914	15	914	1,221,860	853
Two or More Races	3		3		88,428	849
Socioeconomically Disadvantaged	11	946	11	946	2,779,680	737
English Learners	0		0		1,530,297	716
Students with Disabilities	3		3		530,935	607

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	N/A	N/A
Met Graduation Rate	N/A	N/A

## Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement	N/A	
Year in Program Improvement	N/A	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3% CAVA

Note: Cells shaded in black do not require data.



## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development assessment related to professional growth towards meeting student achievement goals, credential support, mandates, and improvement in California Standards for the Teaching Profession takes place at the end of each school year in June and July, after test results are analyzed and parent survey results and input from the School Advisory Council are examined. On-going staff development activities and seminars for year 2011-2012 were designed to support student, parent and staff growth and goals in these five areas: a) increase student achievement in language arts and math - based on individual student scores, basic and below basic levels on state achievement tests, and district measures; b) increase knowledge in the use technology to promote increased student achievement, student engagement, instructional efficiencies in the multi-age/grade setting, and parent access to student information, all to support grade level proficiency, particularly in language arts and math, based on student achievement results, technology plan goals, and parent survey results; c) develop and improve classroom and individual student routines and procedures and current methods used for behavior success/modification to increase student focus, behavior, and well being – based on staff information and informal assessment of student needs; d) increase parent and teacher involvement/communication through use of technology, and make improvements the physical school environment – based on topics requested by parents in the parent survey from 10-11; e) sprovide release staff time and travel mileage for teachers to grow towards excellence in the California Standards for the Teaching Profession by participating in activities and trainings that will enhance student achievement.

- Compass Learning Odyssey/NWEA Common Core Standards Exploration
- Teachers of American History Grant (Webinars and summer field study)
- Synergy System electronic report cards Training
- Common Core Transition (meetings) SDCOE Back Country Cadre
- Executive Leadership Council (quarterly seminars)