



# Hoopa Valley Elementary

## School Accountability Report Card Reported Using Data from 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. More information about SARC requirements is available on 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.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.

## 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 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

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

School		District	
<b>School Name</b>	Hoopa Valley Elementary	<b>District Name</b>	Klamath-Trinity Joint Unified
<b>Street</b>	PO Box 1308	<b>Phone Number</b>	(530) 625-5600
<b>City, State, Zip</b>	Hoopa, CA, 95546-1308	<b>Web Site</b>	<a href="http://www.ktjUSD.k12.ca.us">www.ktjUSD.k12.ca.us</a>
<b>Phone Number</b>	(530) 625-5600	<b>Superintendent</b>	Mike Reid
<b>Principal</b>	Jennifer Lane	<b>E-mail Address</b>	<a href="mailto:m.reid@ktjUSD.k12.ca.us">m.reid@ktjUSD.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:jlane@ktjUSD.k12.ca.us">jlane@ktjUSD.k12.ca.us</a>	<b>CDS Code</b>	12629016007967

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

### Principal's Message

Hoopa Elementary School is a K-8 school, located in the heart of the Hoopa Indian Reservation. The largest Indian Reservation in California, Hoopa encompasses approximately 550 square miles of rugged mountains and valleys linked by dirt roads, navigable river routes, and a two-lane highway. The student population is 440, with over 94 percent of the students being identified as American Indian. 96.5 percent of the students receive free or reduced lunch. Students generally belong to one of three local tribal groups: Hupa, Karuk, or Yurok. Hoopa Elementary School serves children in the communities of: Hoopa, Weitchpec, Pecwan, and Willow Creek. Hoopa Elementary has a staff of 31 regular classroom teachers, two resource teachers, one counselor, two social workers, one part-time District nurse, one secretary, one attendance clerk, and two administrators. We are proud of our K-3 class size reduction program, which enables our students in K-3 to have more opportunity for educational growth in a class of 20 students or less per teacher. We house a state-of-the-art PC computer lab, a 19 unit iBook wireless computer lab, library with automated Follet Software, school wide wireless connectivity to the internet, and DIRECT-TV cable access. We also have computer centers in every classroom. Hoopa Elementary School is dedicated to the recognition of the unique value of each person providing active learning in a safe, supportive environment. We have made a commitment to make education on the Hoopa Indian Reservation a positive experience, and provide a means to prepare all children for post-secondary education and career technical skills on and off of the Reservation.

### District Mission & Vision

**Mission:** The Klamath-Trinity Joint Unified School District values quality education that nurtures student self-knowledge, fosters intellectual and emotional growth, promotes physical well-being, and cultivates lifelong learning.

**Vision:** Healthy rivers connect healthy communities, and bridges bring diverse communities together. We grow with an understanding of the past and educate for the future. Our communities are a unique part of the ever-changing world. We motivate and teach our students to prepare for the world, yet cherish our home.

## Opportunities for Parental Involvement (School Year 2011-12)

Parents may visit the school any time with a visitor's pass from the attendance clerk. Parents may also sit on the Site Council, the Indian Education Advisory Committee, and are welcome to attend Back to School Night, RTI Information Night, Literacy Night, Math Night, Science Fair, Fish Fair, Parent Teacher Conferences, and participate in all fundraising activities for the 8th grade End of the Year Trip. For more information on how to become involved, contact Christy Colegrove, Outreach Coordinator, at (530) 625-5600 ext. 2329.

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	65
Grade 2	45
Grade 3	46
Grade 4	52
Grade 5	45
Grade 6	50
Grade 7	40
Grade 8	43
Ungraded Elementary	0
Total Enrollment	447

### Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7%	White	2.7%
American Indian or Alaska Native	92.8%	Two or More Races	0.7%
Asian	0.2%	Socioeconomically Disadvantaged	95.3%
Filipino	0%	English Learners	0.2%
Hispanic or Latino	2%	Students with Disabilities	18.6%
Native Hawaiian/Pacific Islander	0%		

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

Grade Level	2009-10				2010-11				2011-12			
	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+
<b>K</b>	14	3	0	0	15.5	4	0	0	15.3	4	0	0
<b>1</b>	16	3	0	0	17	3	0	0	20.7	3	0	0
<b>2</b>	16	3	0	0	16.3	3	0	0	13.5	4	0	0
<b>3</b>	18	2	0	0	19	3	0	0	12	4	0	0
<b>4</b>	19	2	0	0	15	3	0	0	18.3	3	0	0
<b>5</b>	16	2	0	0	16.9	3	0	0	17.5	2	0	0
<b>6</b>	19	2	0	0	19.5	2	0	0	18.7	3	0	0
<b>7</b>	16	2	0	0	24	2	0	0	20	2		
<b>8</b>	16	2	0	0	20	2	0	0	21.5	2		
<b>Other</b>			0	0					0	2	0	0

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

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

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	n/a				no data	no data	no data	no data	no data	no data	no data	no data
<b>Mathematics</b>	n/a				no data	no data	no data	no data	no data	no data	no data	no data
<b>Science</b>	n/a				no data	no data	no data	no data	no data	no data	no data	no data
<b>Social Science</b>	n/a				no data	no data	no data	no data	no data	no data	no data	no data

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

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

Hoopla Elementary School Safety Plan reflects efforts to improve school climate and to reduce behavioral incidents on campus. The plan addresses social climate issues and programs, as well as physical environmental needs and solutions. A comprehensive copy of the school's safety plan can be accessed at the District Office. Currently, we are involved with training on the new International Crisis System. Fire drills are conducted monthly. We plan to participate in the "Great American Shake-Out" on October 17, 2013. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2012.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	.548	.132	11.7	.255	.189	9.9
<b>Expulsions</b>	.000	.000	.000	.000	.001	.000

\* 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)

*Recent inspection in September of 2012 revealed the need to address some repairs in our classrooms and restrooms. These repairs were completed shortly after the inspection. Overall we were given a score of "Good".*

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling tiles missing were secured and some replaced, wires and insulation exposed in one room was covered,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			phone jack cover missing was covered
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Staff restroom received a missing tank cover, floor repaired at entry way in boys restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	27	26	31	68
<b>Without Full Credential</b>	0	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	1	0	0
<b>Vacant Teacher Positions</b>	1	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	Non-Highly Qualified Teachers
This School	89.66%	10.34%
All Schools in District	91.73%	8.27%
High-Poverty Schools in District	91.73%	8.27%
Low-Poverty Schools in District	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 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	0	0
Counselor (Social/Behavioral or Career Development)	1.0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	.1	
Social Worker	2.0	
Nurse	.1	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.0	
Other	3.0	

Note: Cells shaded in gray 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: September 2012*

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton-Mifflin/2006	Yes	0
Mathematics	McGraw-Hill (K-3) Pearson Scott Foresman (4-6) McDougal Little (7-8) 2009	Yes	0
Science	K-5 Houghton Mifflin, California Science, 2007 6-8: Glencoe, Focus on Science, 2007	Yes	0
History-Social Science	K-5: Scott Foresman History-Social Science for California 6-8: TCI, History Alive, 2005	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$12,829	\$7,136	\$5,693	\$55,000
District			\$15,244	\$55,820
Percent Difference: School Site and District			-167.8%	-1.5%
State			\$5,455	\$57,163
Percent Difference: School Site and State			+4.2%	-3.9%

Note: Cells shaded in gray 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>.

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

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

*Supplemental Educational Services (SES) is offered to students scoring low on the STAR and who are at risk of retention. Many teachers offer their own classroom tutoring afterschool in addition to the SES. We have a Learning Center with support staff and a Rtl specialist to provide direct assistance and support to students identified as performing low academically. Teachers are able to collaborate once per week, as a result of a one hour early dismissal. This collaboration provides a time for our teachers to review data, curriculum and student needs together in a supportive fashion in an effort to increase student achievement and success.*

## Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,560	\$38,099
Mid-Range Teacher Salary	\$57,082	\$55,582
Highest Teacher Salary	\$69,315	\$71,884
Average Principal Salary (Elementary)	\$74,062	\$88,790
Average Principal Salary (Middle)	no data	\$93,519
Average Principal Salary (High)	\$80,167	\$95,671
Superintendent Salary	\$120,000	\$115,401
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	7%	7%

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



## 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			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	27%	30%	25%	34%	32%	30%	52%	54%	56%
<b>Mathematics</b>	35%	35%	30%	34%	34%	26%	48%	50%	51%
<b>Science</b>	35%	24%	30%	39%	32%	35%	54%	57%	60%
<b>History-Social Science</b>	12%	8%	15%	21%	26%	20%	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 in the LEA	30%	26%	35%	20%
All Students at the School	25%	30%	30%	15%
Male	22%	31%	34%	13%
Female	30%	29%	25%	19%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	27%	30%	29%	14%
Asian	0%	0%	0%	0%
Filipino	no data	no data	no data	no data
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian/Pacific Islander	no data	no data	no data	no data
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	25%	30%	31%	15%
English Learners	no data	no data	no data	no data
Students with Disabilities	14%	19%	0%	0%
Students Receiving Migrant Education Services	no data	no data	no data	no data

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/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.6%	24.3%	10.8%
7	25.6%	23.1%	17.9%

## 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
Statewide	1	1	1
Similar Schools	1	2	2

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	23	-8	-2
Black or African American	no data	no data	no data
American Indian or Alaska Native	33	-26	-1
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	no data	no data	no data
Two or More Races		no data	no data
Socioeconomically Disadvantaged	-13	-20	-5
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

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 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	282	645	707	654	4664264	788
Black or African American	1	no data	2		313201	710
American Indian or Alaska Native	263	647	568	644	31606	742
Asian	1	no data	4		404670	905
Filipino	0	no data	1		124824	869
Hispanic or Latino	6	no data	28	689	2425230	740
Native Hawaiian/Pacific Islander	0	no data	1		26563	775
White	9	no data	67	699	1221860	853
Two or More Races	2	no data	35	645	88428	849
Socioeconomically Disadvantaged	277	643	633	648	2779680	737
English Learners	0	no data	1		1530297	716
Students with Disabilities	60	531	149	517	530935	607

### Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (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
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	No	No
Graduation Rate	N/A	Yes

## 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	In PI	In PI
First Year of Program Improvement	1998-1999	2011-2012
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		33.3

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

Not Applicable

## 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.

The focus for staff development includes the workshops/conferences that will improve student achievement, and participation in professional learning community. The District participates in Professional Learning communities (PLCs), designed to support teachers with in-class coaching, collaboration, and analysis of student performance data. Professional development opportunities are provided with organized trainings ranging from one to five days, plus individual in-services. A District Professional Development committee assists in planning and organizing the PD opportunities.

This SARC report was compiled on 05/1/2013 with version 13.0.1e by

**Multiple Measures, LLC**

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