

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, 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.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 2010-11)

This section provides the school's contact information.

School		District	
School Name	Butte Valley Elementary School	District Name	Butte Valley Unified School District
Street	615 West Third St.	Phone Number	(530) 397-4000
City, State, Zip	Dorris, CA 96023	Web Site	www.bvalusd.org
Phone Number	(530) 397-3900	Superintendent	H. Wayne Campbell
Principal	H. Wayne Campbell	E-mail Address	wcampbell@bvalusd.org
E-mail Address	wcampbell@bvalusd.org	CDS Code	6050702

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Principal's Message:

Dear Parents; The teachers and staff of the Butte Valley Elementary School would like to welcome you and your child to our school. We have set math and language arts/reading as our primary curriculum focus. We still teach science, social studies, PE, art, but while teaching these subjects we focus on the teaching of math and reading. At the end of the 2008-2009 school year we adopted the new Houghton Mifflin Harcourt Reading Excursions program and during the fall of 2009-2010 we adopted the new Harcourt Math program. We supplement our reading and math programs with programs like Accelerated Math and Accelerated Reading as well as Read Across America, as well as other school wide and classroom programs. We offer an afterschool program known as SAFE. This afterschool program functions from the time school is dismissed each day until 6:00pm. The SAFE program offers students help with their homework, some enrichment and some recreation. Butte Valley Elementary School is a true reflection of our community. The students and staff are a warm and caring group, always willing to step in and provide assistance to others. We want you to know that you will always be welcome at our school and in our classrooms.

School Profile:

Butte Valley Elementary is the only elementary school in the Butte Valley Unified School District. Curriculum is focused on the California Content Standards for each subject. The school supports cultural awareness on a daily basis through its diverse literature selections and the adoption of curricula in all subjects that include cultural awareness and a focus on personal relationships among the diverse students that make up the student body. During the 2009/2010 school year about 160 kindergarten through sixth grade students were enrolled at the school, with all classes were in a self-contained environment.

School Vision, Mission and Goal:

Butte Valley Elementary School's vision is every student will grow academically at least one year for every year of instruction and that every student will be reading and doing math at grade level by the end of third grade.

It is the mission of our school for every student to have an academic achievement growth of one year for every year of instruction as measured by standardized testing. Those students who do not meet this achievement goal will receive targeted, intensive and strategic interventions until they reach grade level achievement. We will create and maintain an environment that is conducive for every student to reach this high standard of academic achievement.

The goal of Butte Valley Elementary School is to meet all API and AYP goals as established by the state of California and the United States Department of Education.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Butte Valley Elementary School has an active Parents and Patrons Organization. This organization sponsors various activities such as "Santa's Secret Shop" in the month of December. Parents and Patrons work closely with the school and staff to support such school events as the Harvest Dinner, Celtic Fair, Cinco de Mayo celebration, as well as the end-of-the-year activities.

Parent conferences are held at the end of the first quarter to discuss students' academic progress and to discuss the students' academic plan.

Parents may access information regarding students' progress using the Power School Program. Parents and community members are also encouraged to participate in the School Site Council as well as other subgroups.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Butte Valley Elementary at(530) 397-3900.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	23
Grade 1	36
Grade 2	29
Grade 3	15
Grade 4	33
Grade 5	20
Grade 6	23
Total Enrollment	179

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	59
American Indian or Alaska Native	1	Two or More Races	
Asian		Socioeconomically Disadvantaged	65
Filipino		English Learners	35
Hispanic or Latino	37	Students with Disabilities	3
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.0	0	1	0	20.0	1	0	0				
1	20.0	1	0	0	20.0	1	0	0				
2	15.0	1	0	0	15.0	1	0	0				
3	21.0	0	1	0	17.5	2	0	0				
4	23.0	0	1	0	16.0	1	0	0				
5	21.0	0	1	0	22.0	0	1	0				
6	24.0	0	1	0	0.0	0	0	0				
K-3	20.0	1	0	0	19.0	1	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Safety of students and staff is a primary concern of Butte Valley Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in during the 2008-09 school year by the School Site Council. The plan was then made available to all parents and staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by (certificated and classified staff,) and classified staff supervise students during lunch. Classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign-in at the office.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	5.0	0.0	0.0	6.1
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Butte Valley Elementary was originally constructed in 1999 and is comprised of 10 classrooms, 1 gyms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 1 playground.

Cleaning Process: The principal works daily with the custodial staff of one full-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District 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 highest priority are given to emergency repairs.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$17,768.00 for deferred maintenance program. This represents the amount needed to receive the maximum amount from the state.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	9	9		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Butte Valley Unified held a Public Hearing on September 15, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Open Court 2000	0	Yes
Mathematics	Harcourt - California Edition 2002	0	Yes
Science	Harcourt Science- 2000 California Edition	0	Yes
History-Social Science	Houghton Mifflin - 1999	0	Yes
Foreign Language	N/A	N/A	N/A
Health	Intregrated	0	Yes
Visual and Performing Arts			Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,482.28	\$2,375.53	\$9,106.75	\$48,748
District	---	---	\$5,925	\$50,257
Percent Difference: School Site and District	---	---	0	3
State	---	---	\$5,681	\$56,953
Percent Difference: School Site and State	---	---	12	11

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to general state funding, Butte Valley Elementary receives state and federal funding for the following categorical funds and other support programs: Title 1, Title II, Part A; Title IV, Part A; Title V; EIA; School Safety and Violence Prevention; Class Size Reduction.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,190	\$38,591
Mid-Range Teacher Salary	\$48,420	\$55,764
Highest Teacher Salary	\$72,727	\$72,219
Average Principal Salary (Elementary)	N/A	\$86,327
Average Principal Salary (Middle)	\$70,000	\$91,511
Average Principal Salary (High)	N/A	\$94,411
Superintendent Salary	\$105,000	\$116,768
Percent of Budget for Teacher Salaries	32.1	34.8
Percent of Budget for Administrative Salaries	3.6	6.4

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	23	41	41	34	41	41	46	50	52
Mathematics	52	51	51	40	41	41	43	46	48
Science	28	26	26	42	41	41	46	50	54
History-Social Science	0	0	0	30	29	29	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	36	51	33	
Female	47	51	*	
Black or African American	*	*		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	24	36	*	
Native Hawaiian/Pacific Islander				
White	49	59	29	
Two or More Races				
Socioeconomically Disadvantaged	30	47	23	
English Learners	24	37	*	
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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	2007	2008	2009
Statewide	2 *	4	5 *
Similar Schools		2	

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	70	49	-36
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	71	58	-33
Two or More Races			
Socioeconomically Disadvantaged	75	43	-72
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	754	741	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		697	715
Native Hawaiian/Pacific Islander			753
White	786	765	838
Two or More Races			808
Socioeconomically Disadvantaged	709	700	712
English Learners		687	692
Students with Disabilities			580

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 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. 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.

Each Monday throughout the school year teachers participate in a one to two hour staff development time in which teacher collaborate together on various topics of specific interest or need. Staff members continue to build their teaching skills by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Along with minimum Mondays the district provides three full days to staff development annually. Over the past few years our staff has received training in Asset Building (a staff development designed to help staff to build positive attributes in students) and writing training using the Write Tools system for teaching writing.