

Yulupa

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Yulupa
Street	2250 Mesquite Dr.
City, State, Zip	Santa Rosa, CA 95405
Phone Number	(707) 542-6272
Principal	Dr. John Eberly
E-mail Address	john.eberly@bvusd.org
Web Site	www.bvusd.org
CDS Code	49706236051619

District Contact Information	
District Name	Bennett Valley Unified School District
Phone Number	(707) 542-2201
Superintendent	Dr. Susan Field
E-mail Address	sue.field@bvusd.org
Web Site	www.bvusd.org

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

Welcome to the Bennett Valley Union School District!

The Bennett Valley Union School District has a long, rich history of excellence in education and community involvement. The district was born in 1853. Originally it was called the Santa Rosa District and was located near present-day Galvin Park. It was named the "Bennett Valley District" in 1942. The Strawberry District, 1857-1952 was the other nearby district, named for the wild strawberries in the area. The two districts merged in 1952 and became the Bennett Valley Union School District.

The district's schools are located in southeast Santa Rosa in quiet, residential neighborhoods, combining the best of rural and suburban settings. Our district serves approximately 1,000 students from pre-kindergarten through sixth grade on its two campuses. Yulupa School serves our transitional kindergarten through third grade students and also offers an on-site preschool in the Bennett Valley Child Development Center provided by the 4 C's Community Child Care Council. Strawberry School serves our fourth through sixth graders. Both schools have on-site childcare run by the YMCA. In 2014-15, we began our partnership with the Boys and Girls Club of Central Sonoma County to provide a new, after school homework center and academic enrichment program.

The Bennett Valley Union School District is one of the top-performing districts in the Sonoma County. Both schools have earned Academic Performance Indicator Rankings of over 890 and both have been redesignated as Distinguished Schools by the State of California. Nevertheless, our work in the district is never done. We are committed to making continuous improvement in our curriculum and programs.

During my 26 years working for the Bennett Valley Union School District, first as Principal of Strawberry Elementary School (1991-1994) and as District Superintendent since 1994, I've seen our community persevere through many challenging times and challenging budgets. In my opinion, there are three keys to what makes our district successful.

The first key is the consistency throughout our district and throughout the years: top-notch teachers, innovative programs, intentional and focused staff training, high curriculum standards, and consistent leadership. Our academic curriculum encourages students to learn, reinforce, and apply their learning throughout the core subjects. Our academic support programs provide a carefully woven and planned fabric of support designed to challenge and meet the needs of all students at all academic levels. Both schools have fully-staffed technology labs and multi-media learning center/libraries, each with extensive collections of over 15,000 titles appropriate to the students in the grade levels served. Several remedial and enrichment opportunities exist on both campuses.

The second key is caring. I marvel at our teachers' legacy of commitment to their students and profession. Our teaching and support staff are unbelievable. In addition to being enthusiastic about children and learning, they work extremely well together as a team making important decisions about allocation of resources, and are committed to ensuring that the district mission and vision are realized--to nurture all students to achieve to the fullest measure of their potential! Our staff is relentless in its work to ensure the success of each student. Their excellence never rests nor diminishes!

The third key is partnership. Extensive collaboration prevails district-wide. We have a joint School Site Council with faculty, staff, and parent members from both schools; and two district-wide 501 (c) 3 non-profit parent organizations—the Bennett Valley Alliance of Parents and Teachers (BVAPT) and the Bennett Valley Education Foundation (BVEF). Volunteerism is encouraged and the support of the community has always been strong. Our parents want their children to go to school in a safe environment with a comprehensive and enriched academic curriculum where student growth and education is nurtured, and they participate fully in the process. Thanks to the Bennett Valley Education Foundation (BVEF), our curriculum includes visual and performing arts lessons provided to all classes by both professional artists and trained docent parents who volunteer in our Art Docent program. The BVEF provides support for the extracurricular band and chorus programs as well. The Bennett Valley Alliance of Parents and Teachers (BVAPT) raises needed funds to provide a well-rounded enriched curriculum to all students which includes assemblies, field trips, technology, and the educational materials needed to bring the curriculum to life.

The Bennett Valley Union School District is a wonderful place for the entire school community - especially children!

In this document, we are pleased to offer you comprehensive information about our programs, human resources, facilities, and budget. The School Accountability Report Card (SARC) is a reporting document required under the Proposition 98 Educational Accountability System signed into law in 1998 to allow parents, the Department of Education, and taxpayers to compare an annual snapshot of schools. This edition reports on the 2015-16 school year. The information in this report, combined with other required reports described below, offers a comprehensive look at our schools and programs:

The Single Plan for Student Achievement is a planning document required by the State which includes school goals, activities, and expenditures for improving academic performance of students to the proficient level and above, delineating actions and categorical funding required for program implementation. This document includes the budget, student performance data, and programs. It is entitled "A Focus on Results, End of Year Reports, and Single Plan for Student Achievement" and available on our website: www.bvUSD.org.

To reduce redundancy, we combine our Single Plan for Student Achievement and our required Local Educational Agency (LEA) Plan. Per the Federal "No Child Left Behind" law, districts use the LEA plan to describe the actions they will take to ensure that they meet the four federally required performance goals:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013
- All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language areas and mathematics
- All students will be taught by highly qualified teachers
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Local Control Accountability Plan (LCAP): The LCAP was first required in 2014 to detail how districts will use the funding provided in the state's new Local Control Funding Formula (LCFF) to address the state's 8 priority areas.

All three of these documents are posted on our website and available to parents and community members in an attempt to further the partnership that makes our schools strong. Please feel free to contact me with any concerns or ideas that will help make the educational experience of our children the best it can be.

Dr. Sue Field, Superintendent

Purpose, Mission and Vision

The fundamental purpose of the Bennett Valley Union School District is to educate young people with the highest possible quality instruction and to nurture students' intellectual, physical and social growth, helping each to achieve to his/her highest potential.

Mission and Vision: The mission of the Bennett Valley Union School District is to deliver a superior educational experience to each child by working relentlessly to ensure student mastery in the fundamental skills they will need for their continuing education and life. We provide many opportunities for all students to apply and use their knowledge in successful and meaningful ways. Within a learning climate that encourages innovation and creativity, children are nurtured to learn a broad-based academic and extended curriculum necessary for their continuing and future success. Our vision is inspired by Hodding Carter: We endeavor to give our children roots, the academic foundation, self-concept, and positive attitude upon which success in school depends. At the same time, we give our students wings— the thinking skills, creativity, flexibility, enthusiasm and broad world view to soar beyond the commonplace.

Our Partnership for Excellence has 4 Perpetual Goals. Annual goals, objectives and action plans are written to address specific areas of need within these broader goals:

- Goal #1: Create and maintain a high performance organization based on mutual respect, courtesy and professionalism
- Goal #2: Work in partnership to assist each student in making measurable progress each school year
- Goal #3: Maintain fiscal integrity
- Goal #4: Develop and maintain a community outreach program

Vision for Technology: The Bennett Valley Union School District will provide technological resources and experiences for its students, parents, faculty, staff, and administration in preparation for the workplace and life long learning in the twenty-first century. Our vision is to utilize computers and other educational technology as a natural and integral part of learning and teaching, and as a part of student performance data analysis, communication with parents, staff and all stakeholders. To that end, each classroom is equipped with a data projector, digital camera, sound system, teacher laptop, wireless teacher microphone, and student computers. The Computer Labs are fully staffed and have full class sets of high quality computers for students for their use during their weekly curriculum-integrated technology lessons and at other times during the school week. Both libraries also have computers for book searches, research, and to take Accelerated Reader tests.

Yulupa School: Home of the Cougars

Dr. John Eberly, Principal

The longer that I work with the families, students and staff at Yulupa Elementary School, the more that I realize that is this a very special place to learn and we have the dedicated staff to help children succeed. It is a school setting where the academic program, facilities, and all resources are focused on the developmental needs of the primary-age child, Transitional Kindergarten through Third Grade. Administration, teachers, and staff members are dedicated to supporting each child to become a successful learner, in cultivating a positive sense of self and in developing the life skills necessary for future success.

The Yulupa Elementary School mission is based on the three pillars of Scholarship, Mentorship, and Friendship.

Scholarship: Based on a tradition of academic excellence, Yulupa Elementary School provides students with the perfect setting to begin their school careers of academic excellence. The curriculum is designed for young learners and the staff is dedicated to supporting each child's academic success. All students enjoy reduced class sizes for a rigorous standards-based comprehensive academic program in English/Language Arts, Mathematics, Science, History/Social Studies, Physical Education, and the Visual and Performing Arts. Our California Treasures language arts and writing curriculum, Eureka Math, Scott Foresman Science and Social Studies programs, and Spark Physical Education comprise our core State-adopted materials. Student progress is measured and reviewed regularly through a variety of assessments.

Mentorship: In addition to differentiation within the core curriculum, Yulupa Elementary School utilizes a responsive and flexible intervention model which allows us to provide targeted instruction to meet the individual needs of each student. Grade levels use a student rotation during the school day to provide targeted instruction for students at various developmental levels. Students needing academic assistance receive additional support to achieve proficiency in the state standards. Students' academic progress is closely monitored and students are offered interventions targeted to their needs through our Response to Intervention model. In response to our LCAP priorities, support programs include: Extend Day homework support and tutoring, reading intervention, English Learners support, summer school, and "Schools of Hope."

Friendship: Academic excellence cannot be achieved without a strong foundation in social and emotional development. All of the staff members at Yulupa Elementary School work together daily to create a safe and supportive environment that encourages every child to work to his or her potential. As well as assisting children achieve academic success, we actively work with children to develop their social and emotional skills. To this end, our expectations for student conduct are simple. Students are to be Safe, Responsible, and Respectful. While these three school rules guide our daily conduct, Caring, Curious, and Kind are also attributes that define our school community. The Yulupa School community actively displays empathy towards each other and we are stewards of our environment. As the acquisition of knowledge is a primary function of education, children are encouraged to remain inquisitive and try to learn something new each day.

In partnership with the Bennett Valley and Santa Rosa communities, we take pride in our role in the development of the emotional, social, and educational growth of our children. We enjoy a beautiful spacious campus, nestled into a quiet residential neighborhood. Our facilities include a state of the art Multipurpose Room and a wealth of books and other resources for students, parents, and staff in our Library/Media Center. Our Alliance of Parents and Teachers (APT) recently purchased brand new, touch screen monitors and computers for our student lab. Each classroom is well equipped with technology to engage students and enhance instruction.

Our exceptional staff is passionate about the integration of student academic development, appreciation for the arts, global awareness, physical fitness, sportsmanship, and honoring diverse cultures. Our grade level teams collaborate, coach, and mentor each other very effectively. They are provided weekly meeting time to develop rigorous and cohesive instruction. This staff enthusiastically shares ideas and supports each other. The Bennett Valley Education Foundation funds lessons in the arts, presented by professional artists. Parents serve as Art Docents in all grades, adding another measure of fine arts instruction for our children. Our children also have opportunities to participate in multi-cultural music, dance, and visual and performing arts programs. Art shows, classroom performances, and school-wide assemblies enhance student experiences.

We offer varied after school enrichment programs through local artists and other youth-oriented community groups and individuals. Offerings are as far reaching as chess, Spanish, drama, scouts, chorus, piano, cooking, street dancing, ceramics, golf, martial arts, and science.

Yulupa students participate in extra-curricular activities. Third grade students are selected each trimester to join Student Council. Students are trained in ways to be helpful to their peers and school community by helping to promote a safe school environment. Older children serve as buddies for younger peers. We have a Lunch Bunch, Technology and Media Club, Special Friends, and social skills groups for children.

Yulupa Elementary School stresses the importance of both individual and collective growth. Each student has opportunities to participate in community building activities and acts of charity, both locally and globally. Parents are a welcome support to our school programs. Opportunities to serve the school through volunteerism are rich and varied. Yulupa Elementary School first became a California Distinguished School in the 1980s. It was re-designated as a California Distinguished School in 2004. In 2012-2013 we became a recipient of the California Business Alliance for excellence Honor Roll. Our school is a place for our children to learn and grow.

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

Grade Level	Number of Students
Kindergarten	171
Grade 1	138
Grade 2	140
Grade 3	143
Total Enrollment	592

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.5
Asian	2.9
Filipino	0.8
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.8
White	65.9
Two or More Races	6.3
Socioeconomically Disadvantaged	21.6
English Learners	15.2
Students with Disabilities	7.6
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	34	35	51
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	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 9/2015

There is an adequate supply of high-quality materials for all students. All students, including English Learners, have access to their own textbooks and instructional materials, to use in class and to take home. The texts are State Board-approved and standards-aligned. In 2015, we adopted new common core math texts entitled "Eureka Math". We adopted new standards-aligned texts in Language Arts, "California Treasures" from McMillian McGraw Hill in 2011. We are very satisfied with the program for K-5. We needed to exchange the sixth grade elementary program for the sixth grade middle school version to begin the 2012-13 school year. The program has been showing great results in student learning!

We have a wonderful visual and performing arts program that does not include a textbook. Working artists provide visual and performing arts lessons in each class. We also have a before-school band and chorus program for Strawberry students. The program is sponsored by our Bennett Valley Education Foundation and parents.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan McGraw Hill English Language Arts Program: Treasures Adopted 2011	Yes	0%
Mathematics	Eureka Math, adopted 2015	Yes	0%
Science	Scott Foresman (K-5), adopted 2007	Yes	0%
History-Social Science	Scott Foresman (K-5), adopted 2007	Yes	0%
Health	SPARK PE (K-3)	Yes	0%
Visual and Performing Arts	Artists in Residence (Visual and Performing) teach lessons in every class--in the visual arts--art history, technique, critique and in performing arts--multicultural music, movement and dance, also recorders		

School Facility Conditions and Planned Improvements (Most Recent Year)

District Facilities: Yulupa School, our TK-3rd grade school, was built in 1976 and dedicated on October 3, 1976. Strawberry School, our 4th-6th grade school, opened in 1977. The District's Facilities Improvement Plan is continually maintained and updated with both long and short-range goals resulting in districtwide facilities and grounds that are safe, attractive, and conducive to student learning in today's society. All classrooms and libraries are wired and networked appropriately to make use of the latest educational technology. Solar power throughout both schools provides the majority of our electricity needs. Buildings take advantage of the latest advances in energy efficiency in lighting, heating/air conditioning, roofs, and meet the Americans with Disabilities (ADA) Act mandates. Classroom layouts facilitate grade-level teaming to support teaching and learning. The facilities are clean and in good repair. Adult and student restrooms and all toilets and urinals are kept operational. Older restroom facilities at Strawberry were modernized in 2004.

The State Williams lawsuit generated additional requirements for California's school districts. Districts must now be more specific in reporting the condition of their facilities. In the Bennett Valley School District our facilities are in good shape. They are well-maintained. Repairs are handled in a timely fashion. Our Facility Improvement Plan has been almost fully implemented with recent renovation, modernization, and maintenance improvement. Our school facilities and playgrounds were audited by Redwood Empire Schools Insurance Group (RESIG, our insurance joint powers authority) for safety during the 2015-16 school year. Our playgrounds meet current safety standards and all of RESIG's recommendations were implemented.

Our District custodial and maintenance staff for 2015-16 included four full-time custodians, 1 full-time landscaper, 1 full time assistant landscaper/custodian, and a full-time Director of Maintenance and Operations. Since we have added significant square footage to Yulupa's campus, beginning 2014-15, we added back the position of Assistant Groundskeeper/Custodian that had been cut during the State's fiscal crisis. The custodians empty the trash and vacuum classrooms daily and clean the sinks twice per week or more if needed. On a weekly basis, they clean the chalk/white boards. Every summer, the carpets are cleaned (new carpets take steam without soap), hard floors are waxed, chairs are power-washed, and desks are waxed.

The district has made several major improvements in its facilities in the past 10 years. In November 2010, the District’s voters passed Measure J, a 10.6 million dollar general obligation bond that has permitted us to replace Yulupa’s aging temporary/portable classrooms, construct a new multipurpose room, remodel the former multi-use room into a new library, remodel the former library into a Learner Center complex, and at both sites, install solar panels and renovate PE facilities. In addition, we renovated three thirty + year old portables and created a new District Office Complex, moving from the aging District Office portable. These projects began during the spring of 2011 and were completed in spring 2013. In 2014, the removal of the old District Office portable and expanded parking were completed. In 2015, the entire roof for the kindergarten complex was replaced and repairs were made to the office complex roof.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/29/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Yulupa restrooms were painted October 2013 Yulupa restrooms: Toilet seats were replaced. Flush valves and faucets were rebuilt in fall of 2013.
Safety: Fire Safety, Hazardous Materials	X			Swings: New chains and seats were replaced in December 2013
Structural: Structural Damage, Roofs	X			The storms of December 2014 revealed a couple of roof leaks that have been repaired. The library and office complex roof was repaired in August 2015. The entire kindergarten complex roof was replaced in November 2015.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/29/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	58	72	60	63	44	48
Mathematics	54	70	50	53	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	145	144	99.3	72.2
Male	3	72	71	98.6	71.8
Female	3	73	73	100.0	72.6
Hispanic or Latino	3	25	25	100.0	48.0
White	3	104	103	99.0	76.7
Socioeconomically Disadvantaged	3	24	24	100.0	37.5
English Learners	3	17	17	100.0	47.1
Students with Disabilities	3	18	17	94.4	47.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	145	144	99.3	70.1
Male	3	72	71	98.6	70.4
Female	3	73	73	100.0	69.9
Hispanic or Latino	3	25	25	100.0	44.0
White	3	104	103	99.0	77.7
Socioeconomically Disadvantaged	3	24	24	100.0	50.0
English Learners	3	17	17	100.0	47.1
Students with Disabilities	3	18	17	94.4	29.4

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

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

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement is a hallmark of our district. Parents partner with us to ensure that we are able to deliver the very best education possible for all students. Our comprehensive curriculum includes the visual and performing arts and a fitness based physical education program as well as building a solid foundation in the core academic subjects—Language Arts, Math, History and the Social Sciences, and Science. Parents volunteer in the classrooms, libraries, and in after school programs, present curriculum-integrated art lessons to our classrooms as “Art Docents”, chaperone field trips, serve on advisory committees, and provide leadership and membership on School Site Council, the Bennett Valley Alliance of Parents and Teachers, Bennett Valley Education Foundation, or on the Board of Trustees.

Board of Trustees: The Board is comprised of five members, each serving a four-year term. Members are elected through the general election held in November. Candidates must be California citizens, registered voters, and live within district boundaries. Agendas for the monthly meetings are posted at both schools, the District Office, on the website, and in the monthly Newsletter. The main functions of the Board are to employ and evaluate the superintendent, establish district policy and monitor the budget; and to set and monitor the implementation of annual and long-range goals. To learn more, please call the superintendent at (707) 542-2201.

School Site Council: A joint School Site Council comprised of parents, faculty, staff, and principals from both schools oversees all of the academic support programs, their funding, compliance with federal and state law, and evaluation of those programs. Representatives are elected by their peer groups to serve two-year staggered terms. The Site Council meets one afternoon per month and serves also in a budget advisory capacity to the Board of Trustees and as the LCAP planning committee. The Site Council chairperson can be contacted through either school site. The School Site Council reviews and analyzes student assessment data, receives parent and staff input, and works to determine and to address the needs of all students including English learners, educationally disadvantaged students, gifted and talented (GATE) students, and students with exceptional needs.

Committees for Parents of Students in Academic Support and Enrichment Programs: The English Language Advisory Council (ELAC) is comprised of parents of students in our program for English Learners who meet to review the program, the master plan, the budget, and the student performance and progress of our English Learners. Parents of students in our Title 1 program meet annually to review the program and have designated the Site Council to represent their interests through a designated Title 1 member on the Council. Parents of students in the Gifted and Talent Education Program (GATE) can join the GATE Advisory Council which oversees the GATE program, its budget, and its evaluation with the program coordinators, district superintendent Sue Field and Strawberry principal, Josh Wilson.

Technology Committee: The Technology Committee is comprised of staff from both schools. The Committee develops and monitors the implementation of the Technology Plan and student technology curriculum, helps direct and provide technological professional development to staff, troubleshoots and envisions the next phases.

Bennett Valley Alliance of Parents and Teachers (BVAPT): BVAPT is a private, non-profit, charitable corporation that raises needed funds to provide assemblies, field trips, library books, instructional materials as well support for reading, PE, science, faculty allowances, and computer technology. BVAPT organizes community events including the Walkathon, Gingerbread House Night, Sock Hop, and Family Fun nights. When a prominent district parent and community leader, Dan Peletz, died in 1994, the Daniel L. Peletz Educational Park Committee was incorporated to turn the area surrounding Yulupa School into an educational park. Today the park contains several study-sized specialty areas that mirror the many ecosystems of Sonoma County. Once the park was completed in 2002, the charter was turned over to the BVAPT. The BVAPT may be contacted through either school.

Bennett Valley Education Foundation (BVEF): BVEF is a private, non-profit corporation that generates revenue through Legacy Tile Nights, Valley of the Arts auction (launched in April 2009), and the annual contribution campaign. The funds raised support programs which bring professional artists to both schools to provide lessons in visual arts and art history, multi-cultural music and dance lessons, dramatic assemblies and workshops. Additionally, BVEF funds allow for curriculum-integrated art docent lessons provided by trained parent volunteers. The Foundation funds a portion of the cost of our Band and Chorus programs at Strawberry School along with the parents of the musicians and the Eagles’ Music Boosters. Our Eagles’ Music Boosters is a group of volunteers that raise funds to offset the cost of band and chorus. BVEF members can be contacted through the District Office. You can get involved in any of our volunteer organizations by calling the contact person listed, the superintendent, or either of the school principals. For information on how to get involved, please call Yulupa School’s principal Dr. John Eberly at (707) 542-6272 or Strawberry’s principal, Josh Wilson at (707) 526-4433.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.7	0.5	1.1	2.3	0.5	0.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Safety Plan (2016-17): The Comprehensive School Safety Plan and the Emergency Preparedness plans are updated annually. Before school begins each year, all district employees receive training and copies of the plans. In August 2008, all employees received a comprehensive training in the National Incident Management System (NIMS) and the State Emergency Management System (SEMS). Each August thereafter, all employees receive review training in NIMS and SEMS and in specific elements of the plan.

Our Emergency/Disaster Preparedness plan is updated annually and is compliant with both state and federal requirements and includes disaster preparedness, emergency protocols (per NIMS and SEMS), the comprehensive school safety plan [required by Title IV] and a host of policies and procedures designed to keep our schools, students and staff safe. All employees receive certification training in CPR and First Aid every other year, and update training in the off years. This year, we added on line training modules from Target Solutions designated for every employee by classification. All employees completed those mandated for everyone--First Aid including analphylaxis and diabetes, CPR, Bloodborne Pathogens, Emergency Management System with NIMS, SEMS, Sexual Harassment, Bullying Prevention, Active Shooter Response, Safety in the Workplace. In addition, yard duty supervisors did two yard supervision modules, custodians did playground safety, and maintenance modules. Lunch workers did food safety modules, and several classifications did back safety training. All employees also did the CA Department of Education’s Child Abuse Prevention and Reporting module.

Eleven of our employees were certified in 2006 as community emergency responders and helped train the rest of the staff in key aspects of disaster response: search, rescue, triage, first aid, fire suppression, etc. The fully updated Comprehensive School Safety Plan and Emergency Preparedness Plan was reviewed and approved by the Site Council in December 2015, and by the Board of Trustees in January, 2016. The Comprehensive School Safety Plan was re-reviewed and approved by Site Council in September 2016 and by the Board of Trustees in October 2016.

There are annual incidents of vandalism and graffiti, and occasional incidents of theft. The Leadership Team analyzes these incidents and implements plans to make the schools safer. In 2014, security cameras were added to both schools to protect the solar arrays and enhance school safety. A new emergency text notification system was activated in December 2014.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	6		21		8		21	2	7	
1	20	5	2		20	4	3		20	4	3	
2	21	3	4		21	3	4		21	3	4	
3	22		7		22		7		22		7	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		0.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1.2	N/A
Other		N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,673	\$2,220	\$8,453	\$64,323
District	N/A	N/A	\$7,044	\$63,547
Percent Difference: School Site and District	N/A	N/A	20.0	1.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	48.9	-10.2

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

Types of Services Funded (Fiscal Year 2015-16)

As a result of the new State funding formula, entitled the Local Control Funding Formula (LCFF), the district no longer receives many "categorical" sources of funding. However, we are using supplemental and basic funding to continue to develop, implement, and fund programs to meet the needs of students as determined using the results of multiple assessments of student progress and staff and parent input. Over the years we have developed a deliberate, tightly woven fabric of comprehensive support for all students via our classroom and special support programs. The programs are evaluated at least annually to ensure that they continue to work together, build upon each other, and offer developmentally appropriate, programmatic continuity for students. Our goal is for all students to achieve the fullest measure of their potential in reading, writing, and math, to improve annually, and to meet State and district performance targets:

1. State Tests: To achieve at the "Proficient" or "Advanced" levels in English/Language Arts and Math, and in Science at the fifth grade.
2. On-going assessments conducted throughout the year: DIBELS (Dynamic Indicators of Basic English Literacy Skills), Accelerated Reader, Math Assessments, Benchmark Writing Assessments.
3. End of Year District Assessments: To achieve "at" or "above" grade level standards in reading, writing, and math.

Programs: Special Education: The purpose of Special Education programs is to provide a free and appropriate public education that meets the needs of Special Education-eligible students as indicated on their Individualized Education Plan, and to assist each child in achieving to the fullest measure of his/her potential in the Least Restrictive Environment appropriate. Students are eligible for special education when a significant discrepancy exists between the cognitive ability and achievement, and they have a learning or other disability impeding their ability to reach potential.

Objectives:

- Students with special needs have equal access to the curriculum provided for all students.
- The special services received by each special-needs student support his or her participation in the regular program.
- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

Student work will show that students are experiencing success in learning the skills and concepts of the curriculum, and it will be evident that they feel successful as learners in each curricular area. The regular classroom teachers and those providing special services (school psychologist, school nurse, speech and language clinician, Resources Specialist teachers, Special Day Class teacher) meet regularly to plan and implement each student's program of instruction. Yulupa has one Special Education teacher with two instructional paraprofessionals. Strawberry has 2 Special Education teachers, each with the equivalent of a full day paraprofessional provided by three paraprofessionals. The services of the other specialists are shared based on need.

English Learners: All Bennett Valley teachers have specialty credentials authorizing them to teach English learners in their classes. They provide at least 30 minutes per day of "English Language Development" that can be integrated into the classroom curriculum or done in special groupings with EL students. In addition, both schools have specially trained EL paraprofessionals who work with student either in a "push in" or "pull out" manner to give them "pre-teaching" pre-class exposure to a lesson or classroom reading, then support with the companion work, and post teaching to ensure mastery in addition to explicit English Language Development.

Response to Intervention: In 2007-08, the district began DIBELS assessments to pinpoint areas of need in remediation. Two grade levels (K and 3rd) then piloted proficiency-based grouping for reading intervention. All students, based on their assessments, were placed in groups by proficiency for 40 minutes per day, four days per week to receive specific and targeted instruction designed to remediate deficits of those not achieving proficiency and enhance instruction for those achieving at or above grade level expectations on State standards in Reading. Students were reassessed and regrouped several times throughout the year as indicated by progress monitoring. Students made amazing progress. The pilot was so successful, that we expanded it to all grade levels beginning in 2008-09. Since then, each grade level has tailored the invention to the need, employing a variety of strategies to do so. Struggling students receive special instruction in decoding, phonics, blends, fluency, comprehension, etc. Those students who are already have mastered standards are participating in extension activities such as higher leveled readers, literature circles, etc. All students are assessed three to four times per year and as determined by grade level teams, may be placed in "reading exchange groups" (Yulupa) or "Targeted Learning Communities" (Strawberry). These groupings address the diagnosed needs of each child. This district-wide approach has replaced the after-school targeted instructional programs. Rather than the thirteen students per grade level (the maximum number that the after school program could accommodate) each child is receiving instruction at his/ her level and is able to move up through the levels as he/she progresses in the mastery of standards!

Academic Enrichment Programs-- Libraries:

Both schools have Multi-Media Learning Centers (MMLC), also referred to as libraries. Each contains a collection of over 15,000 items including books, videos, magazines, CDs, models, and other multi-media teaching materials. The collection covers the curriculum as appropriate for the grade levels served at the school. The library collection catalog is fully automated and can be accessed via the Internet and from every computer in the district and outside the district. There are two student computer terminals in each library that offer the automated card catalogue, Internet access, and word-processing capabilities. The expanded library and the computer lab share a building complex that allows integration of both programs. Each class has a weekly session in the library. The library program consists of reading stories related to the curriculum or featured authors, library skills lessons, and discussion of holiday celebrations and seasonal events such as Columbus Day, Arbor Day, African-American History and Women's History Months, Earth Day, Constitution Day, Presidents' Days, etc. Every year the students participate in the California Young Reader Medal voting. Each library is staffed by a multi-media specialist for six hours per day.

Computer Technology: The district's comprehensive technology plan includes a specific emphasis on supporting reading instruction, including the use of Accelerated Reader in grades 1-6, and the Follett library system in both school libraries. While technology cannot replace a skilled teacher, the effective use of well-designed technology-based supports can provide additional resources for students, especially those potentially at-risk for reading failure. Currently, the district uses technology to: match student reading levels and text difficulty for supplemental reading using Accelerated Reader; provide assessments to monitor student progress; provide additional differentiated practice in skills, strategies, etc.; provide access to informational and research sources/websites for teacher and students; and enhance communication and promote the sharing of data, problem-solving, etc. among district professionals and parents. First through sixth grade classes visit the computer lab weekly. The curriculum involves appropriate training so that students learn to use technology as a tool for research, writing, assessment, academic skills development and practice, communication, etc. All students have access to computer technology and filtered Internet from each classroom, library, and computer lab. In 2004-05, the Tech Committee, comprised of employees and parents from both sites, updated the Technology plan and resubmitted it to the State. It is due for an update in 2015. Each teacher was required to take an on-line technology assessment to determine staff development needs, and an updated staff development component was developed that endeavors to provide teachers with the training needed to integrate technology as appropriate in the curriculum and use technology to increase efficiency. In August 2005, each teacher was given a lap top computer from our APT and we began the migration from Mac to PC. Both schools have recently acquired wireless Internet. Strawberry has virtual field trip and video conferencing capability. Our technology plan also includes the use of technology to increase district efficiency in attendance accounting, business services, record keeping, communication, library services, etc.

Gifted and Talented Education (GATE--4th -6th grades): Our GATE program incorporates differentiated instruction and acceleration as appropriate in the regular class, as well as optional after-school enrichment classes. The optional after-school classes offer students opportunities to work with other GATE students on topics of interest (Spanish, Science, Art and Community Service, Computer Technology, Mandarin, Robotics). Parents of GATE students and their teachers create a Gifted Learning Plan for each GATE-identified student annually. A GATE Advisory Committee meets to review the program, eligibility, budget, and to analyze the annual GATE parent surveys for possible program improvements. Students are eligible for GATE by their achievement on the Structure of the Intellect (SOI) Test per SOI requirements. Those who are close to meeting SOI standards are eligible if they meet 3 additional criteria including superior achievement on state tests and district assessments, teacher recommendation, and performance in class.

Differentiated Instruction: Our objective is to meet the child's unique needs within the regular classroom. Students do not have to be GATE-eligible to have their needs met through differentiated instruction. Teachers receive high-quality professional development training in differentiating the curriculum to meet the needs of all students. Below are a few of the ways our teachers differentiate the curriculum:

Response to Intervention: Reading Exchanges and Lexia Core 5 at Yulupa and Targeted Learning Communities at Strawberry (see page 14 for details)

Science: In the summer for 2015, a classroom at each school was remodeled into a science lab. Starting in 2015-16, science specialists provide one, ten-week unit in one of the core areas of Next Generation Science Standards in addition to the science provided by teachers.

Accelerated Reading: Accelerated Reader, in addition to our core Open Court program, assesses students' reading levels and prescribes books for them to read at their particular level. A great many of books in the school library are coded by reading levels. After reading a book, students take a test on the computer to assess their understanding of the book they have read.

Writing: The 6 +1 Writing Traits and Writing by Design writing programs teach students to write in a variety of genres and with 7 traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation; with a comprehensive assessment matrix that challenges students at all levels to improve.

Projects: Our teachers work very hard to ensure that class projects have application and challenge for students with a wide range of abilities. All students are expected to work to their potential on class projects.

High Expectations: All of our students are expected to apply themselves and to work to their potential.

Local Control Accountability Plan (LCAP): The LCAP was a new requirement for districts. As a result of our 2013-14 LCAP development and stakeholder input processes, the district is funding/implementing the following district priorities for 2014-15 in addition to the programs listed above::

We replaced the 2014-15 Homework Centers at both sites with district run homework and tutoring support. Classified employees supervise homework center and teachers work with those struggling from their grade levels in the tutoring support program after school.

A three part parenting series is offered in both English and Spanish by Triple P parenting and the "Firm, Fair and Consistent" publication provides parents with monthly advice on guidance and discipline issues for children.

An increase in counseling services from a half to a full time counselor. This, coupled with the services of our counseling interns, has enabled us to offer more needed services to students in the form of individual and small group counseling on a host of topics including friendship, divorce, grief, better school performance, etc.

Increased alternatives to the playground during lunch recess such as "lunch bunch", chess, library hours, etc. in addition to noon league (at Strawberry).

Restoration of the custodial/grounds maintenance position cut during the State Fiscal Crisis.

Continued restoration of the two days of instruction and one day of professional development for teachers lost due to the State Fiscal Crisis.

Enhanced "digital citizenship" curriculum to help students understand and maintain a positive digital footprint.

High quality professional development for teachers in Common Core Math focusing on helping students build a strong conceptual base and procedural fluency in math.

Restorative justice model to help families with truant students increase school attendance and engagement with the support of Recourse Mediation Services.

New positive incentive system at Strawberry with the support of the Classroom Heroes program.

After school fitness program for students with special needs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,369	\$44,507
Mid-Range Teacher Salary	\$60,262	\$68,910
Highest Teacher Salary	\$83,573	\$88,330
Average Principal Salary (Elementary)	\$118,756	\$111,481
Average Principal Salary (Middle)		\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$162,783	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

We completed an audit of all teachers and all are “highly qualified” per NCLB regulations. One teacher is also National Board Certified. Several have Masters degrees.

Ongoing professional development of the school staff is an important part of improving the school program. Professional development is linked to employee personal professional goals, schoolwide goals, and district goals. All teachers participate in professional development programs during each school year. Teachers work a 186 day calendar with 180 days for student instruction and six professional development days. For three years during the State budget crisis, we have had three furlough days for certificated staff and furloughs for classified staff resulting in 178 days of instruction for students and five staff development days. We were happy to return to a 180 day student year in 2013-14. There are monthly faculty and grade-level meetings for business items, sharing best instructional practices, analyzing student assessment data, etc. All of our teachers have received special certification to teach English learners. New teachers are supported through the assignment of a district mentor teacher and participation in the North Coast School of Education Teacher Induction Program. In addition to the district-provided training, teachers go to workshops and classes provided by the County Office of Education, colleges and universities, etc. Instructional staff members have the opportunity and are encouraged to go to district, union, county or university provided training.

The purpose of staff development is to increase the skills and knowledge of every staff member to enable them to teach all students to master State and District academic learning standards. The district’s program of staff development is based on these four tenets, and must:

- Be ongoing, flexible, staff-designed, and research-based
- Result in the design and application of effective problem-solving and organizational practices
- Provide an opportunity for staff to pursue, develop, implement, and evaluate curricular and instructional advancements
- Enhance the capacity of the staff to work cooperatively, and to develop exemplary professional relationships at school and district levels

2005-06 professional development was based upon a thorough analysis of student performance.

District-wide staff development has been focused on differentiated instruction to meet the needs of ALL students (past workshops have been focused primarily on English Learners and Gifted students), effective classroom management and improvement of school culture via the BEST (Building Effective Schools Together) program, assisting students with difficult behaviors or learning difficulties such as autism, ADHD, bipolar disorder, etc., improving student writing, and the implementation of new texts. Training in technology was provided in optional afterschool workshops.

2006-07 staff development efforts were focused on the improvement of student writing, implementing best practices in all areas of the curriculum, preparation for the upcoming science textbook adoption.

2007-08 professional development efforts were focused on using research-based assessment to inform instruction, investigating and implementing intervention targeted to assessed needs, differentiated instruction, science and social studies adoptions, improvement of student writing, and preparation for the math textbook adoption.

2008-09 professional development included training in the use of DIBELS and CST data to inform instruction, the development and implementation of proficiency-based groupings in Reading, Math adoption and preparation for Language Arts adoption.

2009-10 professional development included additional training in Response to Intervention, differentiated instruction, and also in emergency preparedness.

2010-11 professional development included the determination for adoption of new language arts texts and preparation for the "Treasures" implementation, Response to Intervention, and working with Special Education students.

2011-12 professional development included training and implementation support for the new Treasures language arts program.

Each year all staff members are trained in emergency preparedness and basic first aid. Every couple of years, the district provides certification training for CPR and First Aid for all employees.

2012-13 professional development included common core and 21st century skills awareness

2013-14 professional development included 21st century skills implementation and math common core transition.

2014-15 professional development included additional depth in common core math and 21st century skills. Math Solutions conducted a four part professional development series with all teachers. Addition training in 21st century skills was also presented throughout the year.

2015-16: Eureka Math Implementation training started the school year. In January through March, 2016, West Ed conducted a several part training and lesson study with all teachers on English Language Arts common core and on the English Language Arts/English Language Development Framework. In addition, all teachers participated in a Next Generation Science training given by West Ed.

2016-17: Next Generation Science Standards transition training is being given to all teachers.