

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

### Pacific View Charter

Address: 3670 Ocean Ranch Blvd. Oceanside, CA 92056-2669  
Principal: Gina Campbell, Executive Director  
Phone: (760) 757-0161  
Email: [kfox@pacificview.org](mailto:kfox@pacificview.org)  
Web Site: [www.pacificview.org](http://www.pacificview.org)  
CDS Code: 37735693731221

### Oceanside Unified

Superintendent: Duane Coleman  
Phone: (760) 966-4000  
Email: [duane.coleman@oside.us](mailto:duane.coleman@oside.us)  
Web Site: [www.oside.us](http://www.oside.us)



## I DATA AND ACCESS

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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Oceanside Unified  
 Phone Number: (760) 966-4000  
 Superintendent: Duane Coleman  
 E-mail Address: [duane.coleman@oside.us](mailto:duane.coleman@oside.us)  
 Web Site: [www.oside.us](http://www.oside.us)

### School Contact Information Most Recent Year

School Name: Pacific View Charter  
 Street: 3670 Ocean Ranch Blvd.  
 City, State, Zip: Oceanside, CA 92056-2669  
 Phone Number: (760) 757-0161  
 Principal: Gina Campbell, Executive Director  
 E-mail Address: [kfox@pacificview.org](mailto:kfox@pacificview.org)  
 Web Site: [www.pacificview.org](http://www.pacificview.org)  
 County-District-School  
 (CDS) Code: 37735693731221

## School Description and Mission Statement (School Year 2017-18)

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In 1999, the school was chartered by the Oceanside Unified school District. The attendance area for Pacific View includes San Diego County and all contiguous counties in accordance with the law. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 200 students in grades K-12, through a non-classroom based Learning Center.

### MISSION

The Pacific View Charter School community is focused on the success of each student and partners with parents in the education of their children. The school is committed to providing a safe and exceptional learning environment utilizing 21st Century tools, resources and curriculum. Highly Qualified Teachers guide the learning process through current research and methodologies.

### VISION

Students at Pacific View Charter School use technological tools and research-based curricula to achieve personal and academic success. In a Personalized Learning environment, the students develop 21st Century skills in preparation for college and the workforce. Pacific View Charter School students are global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning.

### CORE VALUES

The following are the Core Values for which all stakeholders are expected to adhere to:

**The Personalized Learning Model:** We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force.

**Parental Involvement:** We believe parents are an integral part of the student's personal and academic success. Pacific View Charter School partners with parents in the education of their children and in the governance of the Charter School.

**Student Success in the 21st Century:** We believe it is critical that students develop learning and innovation skills in the areas of creativity, critical thinking, problem solving, communication, and collaboration. Curriculum that utilizes information and communication technology (ICT) literacy tools, and media will prepare students for the 21st Century.

**Fiscal Solvency:** We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter.

**Accountability:** We believe that student achievement is a critical indicator of our success at Pacific View Charter School. We are committed to the success of each student through the compilation and analysis of student data and research based programs and interventions.

---

### Student Enrollment by Grade Level (School Year 2016-17)

### Student Enrollment by Student Group (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	6
Grade 1	2
Grade 2	4
Grade 3	3
Grade 4	8
Grade 5	16
Grade 6	27
Grade 7	37
Grade 8	35
Grade 9	45
Grade 10	64
Grade 11	108
Grade 12	137
Total Enrollment	492

Student Group	Percent of Total Enrollment
Black or African American	5.9%
American Indian or Alaska Native	0.6%
Asian	0.8%
Filipino	0.8%
Hispanic or Latino	54.9%
Native Hawaiian/Pacific Islander	1%
White	27.4%
Two or More Races	8.5%
Socioeconomically Disadvantaged	64.2%
English Learners	7.7%
Students with Disabilities	15%
Foster Youth	1.8%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	27	28	28	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	24	25	23	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Month and year in which data were collected: January 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	HMH Journey's, California Collections, Holt, Edgenuity, Accelerate	Local Governing Agency Approval	0%
Mathematics	HMH Math Expressions, EnVision Math, Edgenuity, Prentice Hall, Accelerate	Local Governing Agency Approval	0%
Science	Accelerate, Edgenuity, Holt	Local Governing Agency Approval	0%
History-Social Science	Accelerate, Edgenuity, Boorstein Kiley, Prentice Hall, MacGruder	Local Governing Agency Approval	0%
Foreign Language	Edgenuity	Local Governing Agency Approval	0%
Health	Prentice Hall	Local Governing Agency Approval	0%
Visual and Performing Arts	Blarney Hill, Edgenuity	Local Governing Agency Approval	0%
Science Laboratory Equipment (grades 9-12)	laboratory Equipment is available to all students		0%

## School Facility Conditions and Planned Improvements

Pacific View Charter School provides safe, clean and well-maintained campuses.

A comprehensive Safety Plan, subject to annual review, revision, and approval of our School Board is in place at both locations. Our Safety Plan addresses:

- Air Pollution
- Animal Attack or Threat
- Bees-European Bees, Killer Honey Bees
- Bomb Threats and Suspicious Packages
- Civil Disturbance
- Crime Scenes
- Earthquake
- Fallen Aircraft
- Fires
- Floods
- Hazardous Materials
- Armed Intruder/Active Shooter
- Severe Windstorm
- Shelter in Place
- Sudden Explosions
- Suicide Attempts & Threats
- Bullying

All building infrastructure is maintained according to a strict maintenance schedule.

The Oceanside campus has recently completed a school-wide flooring replacement project.

## School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2018

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

## Overall Facility Rate

Month and year in which data were collected: January 2018

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

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

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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	39%	28%	44%	42%	48%	48%
Mathematics (grades 3-8 and 11)	15%	13%	35%	35%	36%	37%

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	251	89.96%	27.89%
Male	138	124	89.86%	27.42%
Female	141	127	90.07%	28.35%
Black or African American	20	18	90.00%	27.78%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	150	138	92.00%	23.19%
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	70	89.74%	34.29%
Two or More Races	19	16	84.21%	37.50%
Socioeconomically Disadvantaged	192	174	90.63%	25.86%
English Learners	38	34	89.47%	11.76%
Students with Disabilities	47	47	100.00%	6.38%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	246	88.49%	12.60%
Male	137	123	89.78%	14.63%
Female	141	123	87.23%	10.57%
Black or African American	20	18	90.00%	5.56%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	149	135	90.60%	7.41%
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	68	87.18%	22.06%
Two or More Races	19	16	84.21%	12.50%
Socioeconomically Disadvantaged	191	169	88.48%	10.06%
English Learners	38	34	89.47%	5.88%
Students with Disabilities	47	46	97.87%	6.52%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	34%	30%	52%	52%	56%	54%

## Career Technical Education Programs (School Year 2016-17)

Pacific View Charter is researching the Career Technical Education Program

## Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

## STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.00%	26.70%	6.70%
7	15.20%	15.20%	3.00%
9	17.10%	22.90%	11.40%

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement - (School Year 2017-18)

Parents are an integral part of the education process at Pacific View Charter School and serve as the educational support person for the student. The school's program requires that parents and students attend regularly scheduled conferences with their Supervisory Teacher. Parents are invited to attend events held at the school and serve as a member of the PVCS Board of Trustees. PVCS has increased the number of onsite school events to include Back to School Night, Winter Festival, Field Day and 8th grade promotion.

### STATE PRIORITY: PUPIL ENGAGEMENT

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

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	29.50%	30.50%	36.00%	5.90%	4.50%	5.30%	11.50%	10.70%	9.70%
Graduation Rate	54.11%	48.44%	46.32%	88.51%	92.40%	88.14%	80.95%	82.27%	83.77%

## Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	55.64	82.96	87.11
Black or African American	80.00	84.48	79.19
American Indian or Alaska Native	.00	80.00	80.17
Asian	.00	88.00	94.42
Filipino	100.00	85.71	93.76
Hispanic or Latino	45.45	81.32	84.58
Native Hawaiian/Pacific Islander	.00	89.66	86.57
White	64.86	84.83	90.99
Two or More Races	75.00	86.67	90.59
Socioeconomically Disadvantaged	46.91	83.72	85.45
English Learners	33.33	48.68	55.44
Students with Disabilities	33.33	48.23	63.90
Foster Youth	50.00	28.57	68.19

### STATE PRIORITY: SCHOOL CLIMATE

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

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

### Suspensions and Expulsions

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions			0.52	3.06	2.50	2.50	3.79	3.65	3.65
Expulsions			0.00	0.12	0.08	0.09	0.09	0.09	0.09

### School Safety Plan – Most Recent Year

PVCS has developed a comprehensive safety plan and consistently performs emergency drills to ensure the safety of the students and staff. The plan is review annually and updated as needed.

## 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 2017-18)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2006-2007
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	95.5%

NOTE: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6					14	4			15	4	5	
Other												

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

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

Subject	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	160			2	159			3	99	2	
Mathematics	2	144			2	94			2	48		
Science	3	103			3	84			3	63	1	
Social Science	2	139			3	143		1	3	78	2	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

NOTE: Cells 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 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site				
District	N/A	N/A		\$79639
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$6574	\$77824
Percent Difference – School Site and State	N/A	N/A		

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

## Types of Services Funded (Fiscal Year 2016-17)

Instructional related services are 81% of the budget.

### EDUCATIONAL PROGRAM

Pacific View Charter School is open to all students seeking an alternative educational program. It offers a Personalized Learning Model that includes the following:

1. The Supervisory Teacher, parent/guardian or designated support person, and student collaborate in developing and achieving high academic success in a personalized learning program. Supervisory Teachers meet one-on-one with the student and parent/guardians at regularly scheduled conferences to review assignments completed by students.
2. A variety of instructional strategies are available at all levels to address individual student needs and school goals. These may include such things as: utilization of computer based instruction, online curriculum, small group learning, tutoring opportunities, educational field trips, community service, guided textbook use, and the ability to work in teacher offices, among others.
3. Curriculum is aligned to the Common Core State Standards. Specialized small group instruction may be offered to elementary, middle school, and high school students in various academic subjects and extra-curricular activities to provide support and promote social interaction.
4. High school students are encouraged to take community college classes to assist them in meeting graduation requirements and furthering their educational goals.
5. The high school program operates on a year-round flexible open entry/open exit model following a two-track system using a 175-day school year calendar. An extended year component is also offered as a 6-week intercession from April to May. The K-8 school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.
6. An online course of study is available to students who choose to utilize the services of PVCS in a virtual environment. Online delivery may include but not be limited to instruction, curriculum, assigning lessons, tutoring, learning team

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43912	\$48522
Mid-Range Teacher Salary	\$74339	\$75065
Highest Teacher Salary	\$97989	\$94688
Average Principal Salary (Elementary)	\$117648	\$119876
Average Principal Salary (Middle)	\$126765	\$126749
Average Principal Salary (High)	\$132200	\$135830
Superintendent Salary	\$248607	\$232390
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	4%	5%

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



## Advanced Placement (AP) Courses (School Year 2016-17)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0%

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

\* Where there are student course enrollments.

## Professional Development

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

Pacific View Charter School provides Professional Development days throughout the school year.

Workshops for staff include Data Collection, Interventions, Best Practices, Identifying student needs through Star Enterprise assessment, and attendance at various conferences. The staff has also participated in Professional Development workshops that assists teachers in understanding the social and emotional needs of students. Professional Learning Communities meet three Wednesdays of each month to review and revise curriculum. The PLCs also collaborate on projects and interventions that can assist the struggling student.