

Valley Charter Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Leslie Lainer, Principal

 Principal, Valley Charter Elementary

About Our School

We are a free, public charter school serving Los Angeles's San Fernando Valley. Launched in September 2010, we continue to grow and commit ourselves to ensuring that every student achieves success in his or her learning. We value community, diversity, responsibility and academic excellence. Our classrooms are small, our environment warm, and our instruction dynamic.

Contact

*Valley Charter Elementary
16514 Nordhoff St.
North Hills, CA 91343-3724*

*Phone: 818-810-6713
E-mail: llainer@valleycharterschool.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified	School Name	Valley Charter Elementary
Phone Number	(213) 241-1000	Street	16514 Nordhoff St.
Superintendent	Michelle King	City, State, Zip	North Hills, Ca, 91343-3724
E-mail Address	michelle.king@lausd.net	Phone Number	818-810-6713
Web Site	www.lausd.net	Principal	Leslie Lainer, Principal
		E-mail Address	llainer@valleycharterschool.org
		Web Site	http://valleycharterschool.org
		County-District-School (CDS) Code	19647330122754

Last updated: 1/4/2018

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

Our Mission Statement

The mission of Valley Charter Elementary School is to provide a holistic and exceptional education to a diverse student body, cultivating in students intellectual curiosity, collaboration, respect for others, and a passion for excellence. We fulfill this mission by:

- Providing a constructivist, inquiry-based learning environment in which teachers guide students through active learning processes that develop conceptual understanding as well as self-knowledge.
- Implementing a project-based curriculum that develops academic, interpersonal, intrapersonal and artistic skills.
- Creating a program that develops students to be creative and critical thinkers, who are unafraid to question, challenge and express themselves; and that prepares students to lead and to serve the greater good as members of a democratic society and as citizens of our growing global community.
- Setting the highest individualized standards for all students, so our students realize their potential and can compete with the best students in the country. ?
- Creating a school culture that values character and citizenship as well as achievement, and process as well as product. ?
- Giving faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills, research, create, evaluate and refine project-based curricula, and reflect on the learning of their students.
- Communicating regularly with students' families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

The purpose of Valley Charter Schools is to enable students to become thinking, fulfilled, caring individuals with sensitivity to, and understanding of, the diverse environment and society in which we live. We believe all children deserve a meaningful education that realizes their potential and by which students discover their own unique talents and gifts. We believe learning happens best when students work across disciplines, solve new problems, work in teams, take initiative, and responsible risks. At VCES, teachers, not textbooks, know students best; therefore, our collaborative teachers drive instruction. We strive to develop and communicate best practices, and mentor others as we have been mentored. We believe communities can come together to build great schools where academic excellence is available to all children.

Our Educational Philosophy

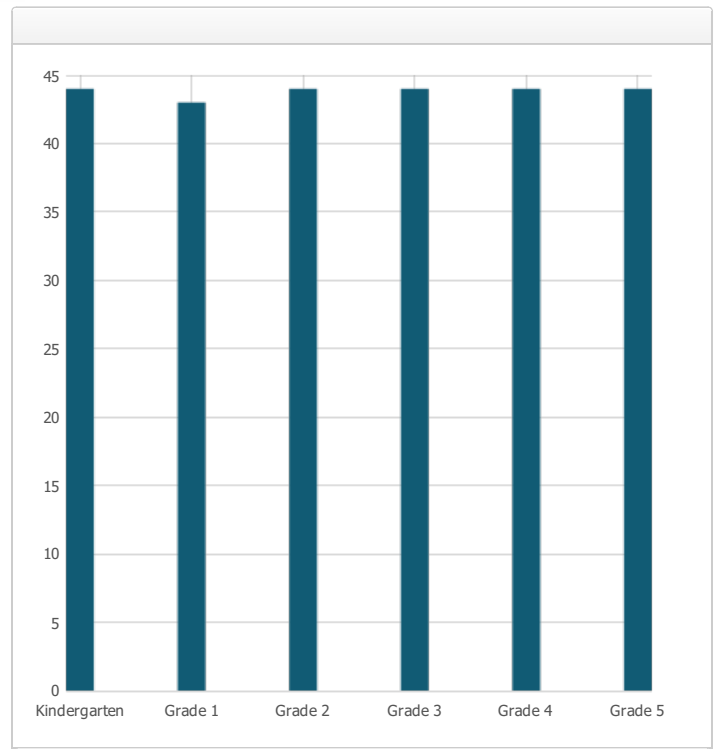
At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from

CCSS and school-defined behavioral and attitudinal objectives. VCES expects all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. VCES also adheres to the belief that students should be given opportunities to direct their own learning. VCES students are asked to explore their interests through the process of formulating essential questions that drive their learning experiences. Similarly, teachers develop their own questions about student learning and examine their practices.

Last updated: 1/4/2018

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	43
Grade 2	44
Grade 3	44
Grade 4	44
Grade 5	44
Total Enrollment	263



Last updated: 1/4/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.0 %
Asian	3.0 %
Filipino	6.1 %
Hispanic or Latino	35.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	47.9 %
Two or More Races	6.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.5 %
English Learners	11.8 %
Students with Disabilities	9.5 %
Foster Youth	0.0 %

Last updated: 1/4/2018

A. Conditions of Learning

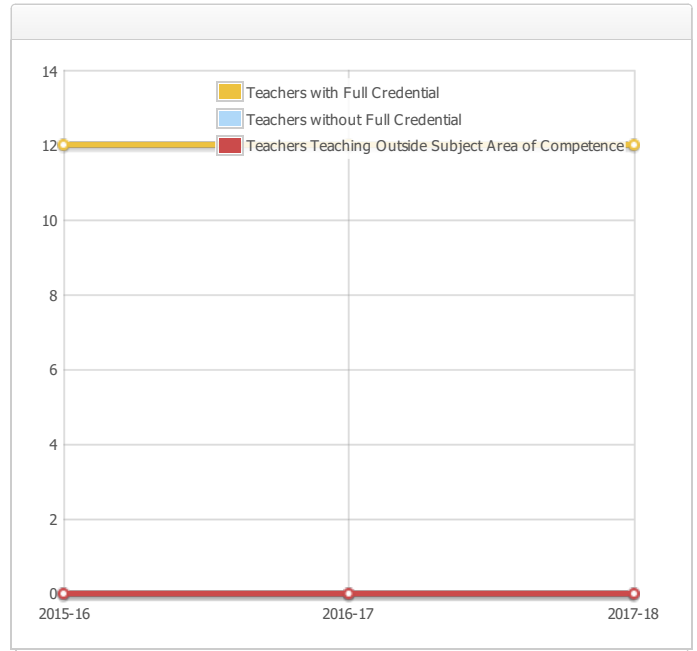
State Priority: Basic

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

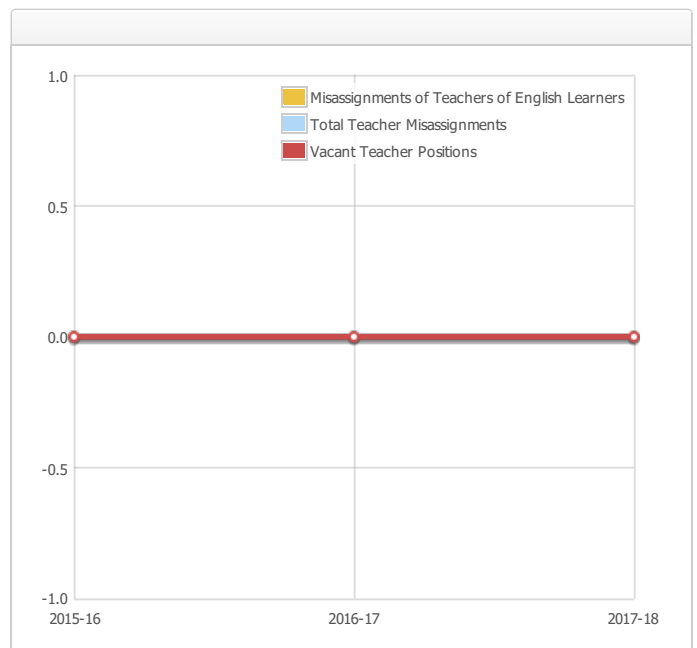
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	12	12	21842
Without Full Credential	0	0	0	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/1/2018

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.

Last updated: 1/4/2018

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

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Leveled Readers Teacher created materials	Yes	0.0 %
Mathematics	Singapore Math Teacher created materials	Yes	0.0 %
Science	FOSS Kits Teacher created materials (project-based learning) Primary sources	Yes	0.0 %
History-Social Science	Teacher created materials (project-based learning) Primary sources	Yes	0.0 %
Foreign Language			0.0 %
Health	Teacher created materials Physical education equipment		0.0 %
Visual and Performing Arts	Teacher created materials Orff Instruments		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2018

School Facility Conditions and Planned Improvements

The school takes great efforts to ensure that the campus is clean, safe, and functional.

The school has twelve full-size classrooms, several extra rooms, and an office. The outdoor space includes a kindergarten playground, a large field, basketball and sports court, and a large sand playground. The school is clean and well-maintained. The school passed all health and safety inspections in 2016-17.

Last updated: 1/4/2018

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school takes great efforts to ensure that the campus is clean, safe, and functional. The school is clean and well-maintained. The school passed all health and safety inspections in 2016-17.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	The school passed all fire inspections, all extinguishers are inspected and up-to-date.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The well-maintained outdoor space includes a kindergarten playground, a large field, basketball and sports court, and a large sand playground.

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
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Last updated: 1/4/2018

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 (School Year 2016-17)

Subject	Percentage 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)	72%	65%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	69%	64%	29%	30%	36%	37%

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.

Last updated: 1/4/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	132	100.00%	65.15%
Male	80	80	100.00%	60.00%
Female	52	52	100.00%	73.08%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	43	43	100.00%	41.86%
Native Hawaiian or Pacific Islander				
White	74	74	100.00%	77.03%
Two or More Races			100.00%	63.64%
Socioeconomically Disadvantaged	33	33	100.00%	33.33%
English Learners	14	14	100.00%	21.43%
Students with Disabilities	17	17	100.00%	23.53%
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.

Last updated: 1/4/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	132	132	100.00%	63.64%
Male	80	80	100.00%	65.00%
Female	52	52	100.00%	61.54%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	43	43	100.00%	48.84%
Native Hawaiian or Pacific Islander				
White	74	74	100.00%	70.27%
Two or More Races			100.00%	72.73%
Socioeconomically Disadvantaged	33	33	100.00%	42.42%
English Learners	14	14	100.00%	35.71%
Students with Disabilities	17	17	100.00%	47.06%
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.

Last updated: 1/4/2018

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)	55.0%	72.0%	46.0%	46.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/4/2018

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	--

Last updated: 1/4/2018

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	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	2.3%	22.7%	72.7%

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.

Last updated: 1/4/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for parents abound at Valley Charter Elementary School. Parents can help on campus at lunch, in the office, and in classrooms or on field trips. Parents help teachers prepare materials at home and they help cleanup and beautify the school campus. Parents plan and execute fundraising and special events.

State Priority: Pupil Engagement

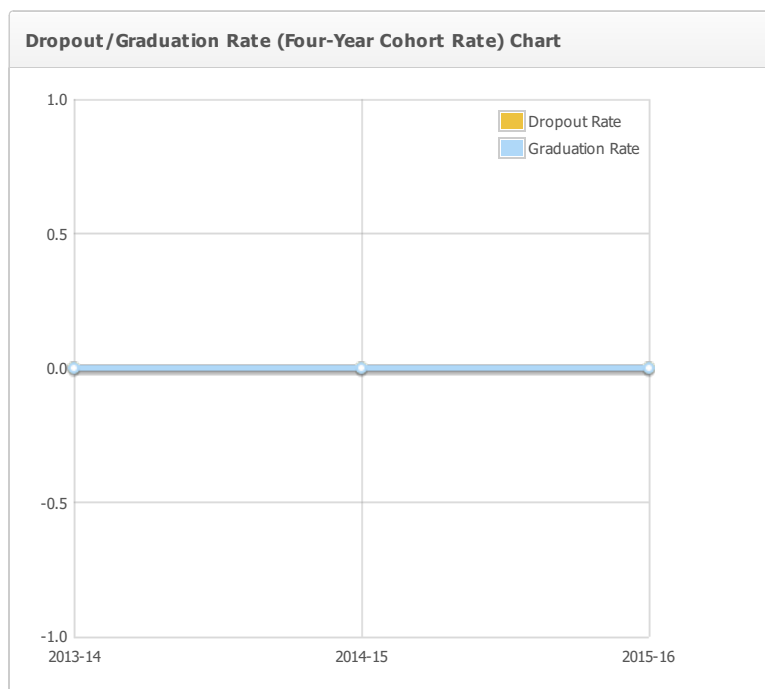
Last updated: 1/4/2018

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	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.0%	82.3%	83.8%



Last updated: 1/4/2018

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

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

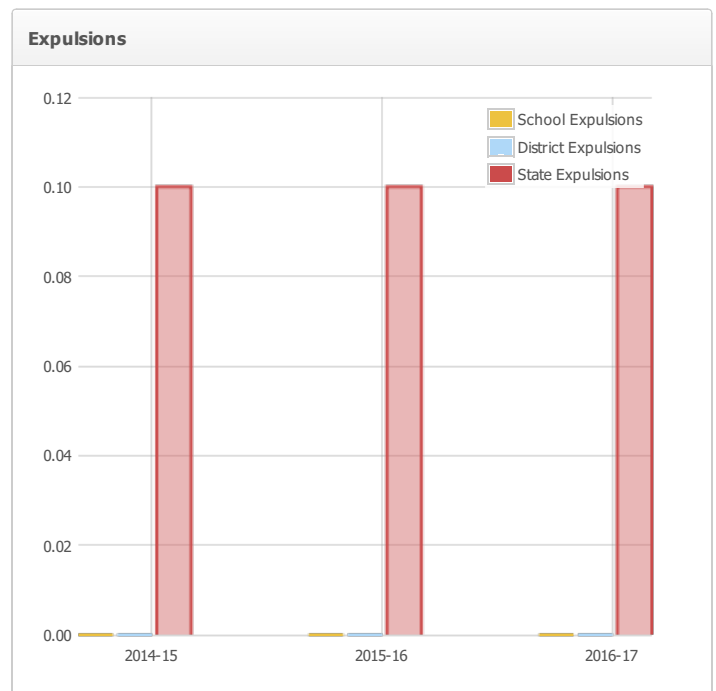
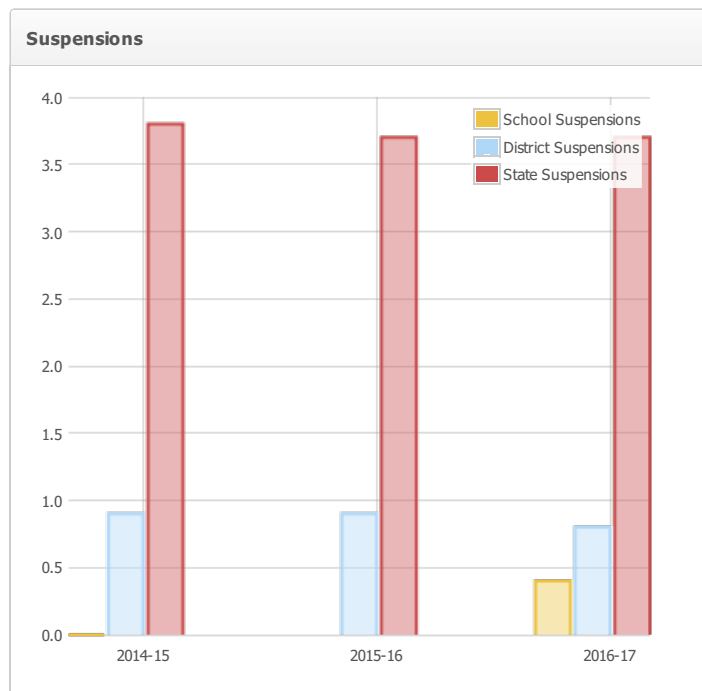
State Priority: School Climate

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	--	--	0.4%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

School Safety Plan (School Year 2017-18)

The school has a comprehensive safety plan which includes plans for earthquake, fire, and lockdowns. The plan is reviewed every August with a Safety Committee and the entire faculty and staff. The school safety bin is stocked with food, water, and first aid supplies for an emergency. The school has a full loudspeaker and communication system. Fire extinguishers are in every room and are serviced yearly. The school has a functioning fire alarm system.

Last updated: 1/4/2018

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	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/4/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
1	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
2	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
3	23.0	0	2	0	22.0	0	2	0	22.0	0	2	0
4	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
5	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/4/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

Last updated: 1/4/2018

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		
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.

Last updated: 1/4/2018

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	\$9703.7	\$1902.8	\$7800.9	\$59662.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-21.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	17.1%	-28.2%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

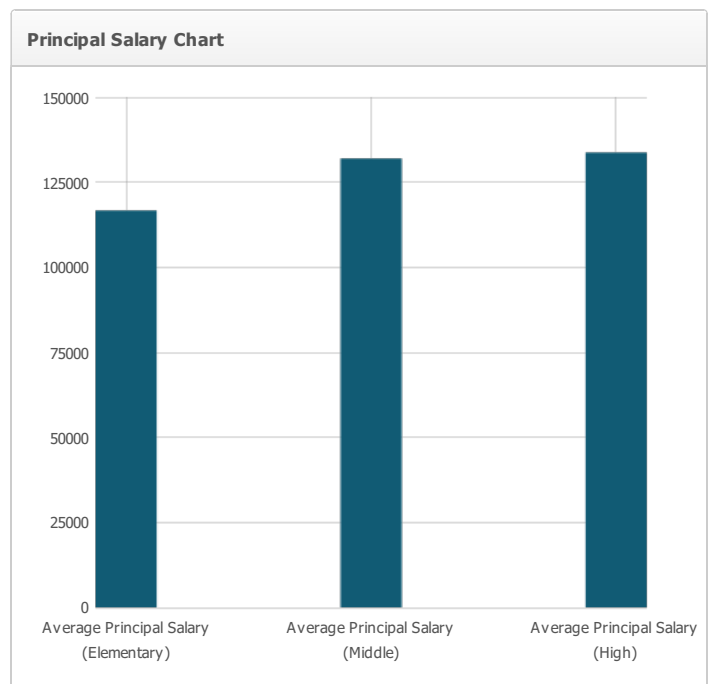
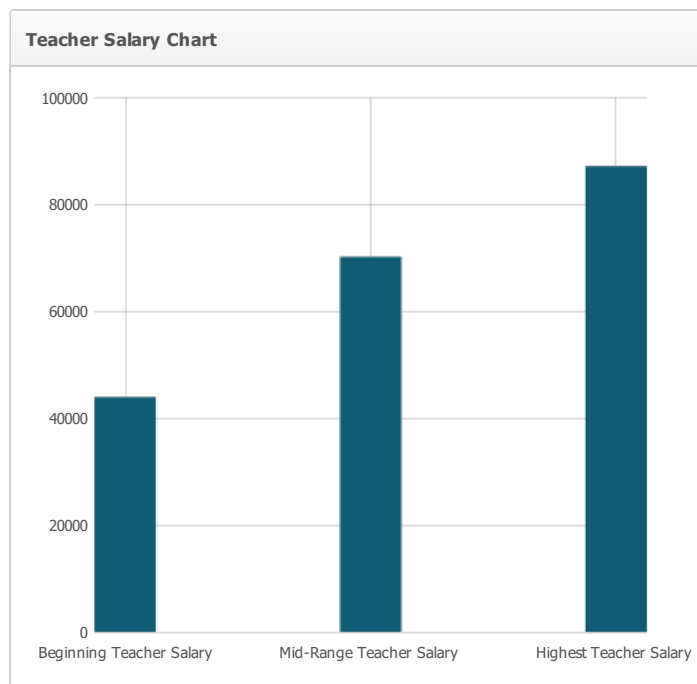
A comprehensive program is provided in all core subject areas. Teachers teach in large and small groups, and individually. Teaching assistants support student learning in each classroom. Students receive education in health, music, physical education, visual and performing arts.

Last updated: 1/4/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/4/2018

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

Subject	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	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/4/2018

Professional Development

The faculty participates in extensive professional development. The faculty participates in Project Based Learning trainings and planning days throughout the year, including NGSS. Several training days are spent on Singapore Math practice and instruction, and an expert is on campus several days per year to support instruction and student learning. Extensive time was spent in out-of-classroom training and in-class support for improving the Balanced Literacy program. Time is also spent analyzing data and developing plans for closing the achievement gap and supporting English language learners. Other professional development focus includes progress monitoring students, Writer's/Reader's Workshop, student behavior, Constructivist teaching, year-long planning, and meeting the needs of special education students.

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