

Valley Life Charter School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Valley Life Charter School
Street	3737 West Walnut Ave.
City, State, Zip	Visalia
Phone Number	559-625-8527
Principal	Lori Lackey
E-mail Address	lackey@vlcs.org
Web Site	http://www.vlcs.org
CDS Code	54105460124057

District Contact Information	
District Name	Valley Life Charter School
Phone Number	559-625-8527
Superintendent	Lori Lackey
E-mail Address	llackey@vlcs.org
Web Site	www.vlcs.org

School Description and Mission Statement (School Year 2018-19)

Valley Life Charter School focuses on leadership along with Visual and Performing Arts. Serving students on site in grades K-8 and Independent Study/HomeStudy for grades K-12. The Mission of Valley Life Charter Schools is to provide authentic opportunities for students to apply the skill sets for making good decisions. This would be accomplished by giving them leadership opportunities in the classroom, in the school, and in the community. Valley Life Charter School was created with a vision to “develop community leaders, one student at a time” by building and developing character in youth; which supports the core values of trustworthiness, respect, responsibility, fairness, caring and citizenship. These core values will be interwoven throughout the curriculum at Valley Life Charter School.

We believe that every student has strengths and we will identify and build on the strengths of our students to better reach their potential. VLCS takes seriously its commitment to educate the whole person and will include social skills and character development with its program of academics, leadership and visual and performing arts training. We further believe that students learn best when they are placed in a loving and nurturing environment. Students excel when they are able to actively participate in their education through situations that allow for "hands-on" activities

Valley Life Charter Schools has a tradition of caring. The nurturing environment gives the students the tools to live life with compassion, insight, and understanding of others. The staff will have a ubiquitous approach to integrating Steven Covey's 7 Habits of Highly Effective People throughout the school environment. The spirit of the classroom is one that reflects our combined efforts to build leadership, instill character, wisdom, and inspire our students to succeed in academics and beyond. Students coming out of this school will be equipped with an understanding and awareness of their strengths, unique abilities and "primary greatness", along with the skills they will need not only to survive but also to thrive in the twenty-first century

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	90
Grade 1	76
Grade 2	75
Grade 3	74
Grade 4	73
Grade 5	101
Grade 6	88
Grade 7	51
Grade 8	54
Grade 9	2
Grade 10	3
Grade 11	1
Grade 12	1
Total Enrollment	689

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	1.7
Filipino	0.6
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	0.0
White	50.5
Socioeconomically Disadvantaged	33.2
English Learners	1.0
Students with Disabilities	7.4
Foster Youth	0.4

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	38	38	33	33
Without Full Credential	5	5	10	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: January 2019

Charter schools have more flexibility in curriculum used than traditional public schools. The curriculum is reviewed by the board, and a curriculum committee, but does not necessarily need to be board adopted.

Adopted ELA implementation, 2016-2017; Adopted Math Implementation, 2017-2018; Adopted Social Studies Implementation 2018-2019; In the process of adopting Science curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Valley Life adopted Reading Units of Study, and Writing Units of Study as the official curriculum for K-8. Implementation 2016-2017	Yes	0.0 %
Mathematics	Valley Life has adopted Go Math and Course 7, Course 8, for mathematical instructions. Students in High School access math through a flipped classroom, using OdysseyWare, along with a lab, with a credentialed teacher. High School Math is A-G approved via OdysseyWare. Math implementation 2017-2018	Yes	0.0 %
Science	Valley Life teachers are being trained in the NGSS. In the process of adopting NGSS curriculum	Yes	0.0 %
History-Social Science	History and Social Science is taught through literature. Studies Weekly was adopted in 2018, Implemented in 2018-2019	Yes	0.0 %
Foreign Language	All students in K-8 use teacher created material, aligned to standards.	Yes	0.0 %
Visual and Performing Arts	All students use teacher created material aligned to standards.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

As a charter school, Valley Life is not required to collect FIT data.

Both campuses are safe, clean and adequate for a school facility.

2017, The Walnut campus received PROP 39 funding and replaced 18 HVAC Units.

7 classroom floors were refinished.

The Walnut Parking lot was resurfaced.

In 2018, The Akers facility will house K-3, the Walnut facility will house 4 - 8th and Independent Study.

Jan 2018, the VLCS board began conversations towards building.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	2017 - Walnut Received 18 new HVAC units
Interior: Interior Surfaces	Good	2018-2019 Walnut facility will have replaced all classroom floors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Continual monitoring of food left out for rodents
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	48.0	29.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	38.0	35.0	20.0	31.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	439	98.65	47.61
Male	207	206	99.52	39.81
Female	238	233	97.90	54.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	189	186	98.41	39.78
White	218	215	98.62	51.16
Two or More Races	17	17	100.00	64.71
Socioeconomically Disadvantaged	173	172	99.42	37.79
English Learners	18	18	100.00	22.22
Students with Disabilities	44	43	97.73	11.63
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	439	98.65	34.85
Male	207	206	99.52	33.98
Female	238	233	97.9	35.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	189	186	98.41	26.88
White	218	215	98.62	40
Two or More Races	17	17	100	47.06
Socioeconomically Disadvantaged	173	172	99.42	25
English Learners	18	18	100	5.56
Students with Disabilities	44	43	97.73	9.3
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 Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.1	38.4	48.5
7	23.5	27.5	39.2
9	**	**	**

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 2018-19)

Parental involvement is vital to student success, From August to October 2018, VLCS has trained over 320 parents and/or grandparents, for volunteering at school. Since our volunteer training program started in 2015, over 1020 parents have gone through the training. In 2018, VLCS had 539 households, 263 of which have 2 or more children attending VLCS. VLCS's parents volunteer at evening events, in the library, the lunchroom, office, on field trips, and as teacher helpers, either in the classroom or at home. Research shows that parental involvement in a child's education is paramount to their success. Though not mandatory, volunteering is encouraged and promoted at VLCS. In 2016-17, there were approximately 14,772 volunteer hours logged. In 2017-2018, parents logged over 16,497 hours.

Parents at Valley Life have multiple opportunities to be involved, the following is a short list:

- Each year, we have one parent that is on the VLCS Board.
- Multiple parents are on the VLCS Foundation board.
- Parents are invited to be on the curriculum committee.
- Parent Led Parent Group, Administration and staff also attend the parent group.
- Parent lighthouse team, this group facilitates leadership efforts, including teaching the 7 Habits of Highly Effective Families, to our families (2019).
- Parents are invited to participate in completing the LCAP survey, as well as previewing the results for the upcoming year.
- Parents are engaged via the (private) Facebook group - VLCS Parent connect.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	33.5	31.8	17.3	10.7	9.7	9.1
Graduation Rate	--	--	--	34.4	41.4	47.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	55.1	88.7
Black or African American	0.0	33.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	66.7	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	0.0	44.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	77.9	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	0.0	46.9	88.6
English Learners	0.0	32.4	56.7
Students with Disabilities	100.0	19.5	67.1
Foster Youth	0.0	33.3	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	4.2	3.5	5.0	5.0	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety plan was reviewed at the March 2018 board meeting. Valley Life has been diligent in ensuring all staff and students are safe, at all times. VLCS has contracted with an outside agency, that specializes in active threat issues, to ensure the safety plan is aligned to current needs. VLCS has a collaborative relationship with students, parents, community organizations, and law enforcement agencies to actively contribute to preventing violence and improving school safety. The safety plan addresses the following:

Social Environment

- Social Service Support, VLCS has partnered with TCOE, and a Mental Health Wellness Grant, for a .20 FTE Social Worker. Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, appropriate referral systems for different types of student support. 2 FTE counselors are on staff for counseling, anti-bullying, conflict resolution, suicide prevention, and small groups to assist students in their needs.
- School Check-in System, this system is a simple and easy to use check in and check out system for volunteers, visitors, and student. Quickly and automatically checks users against the SCI National Database of Registered Sex Offenders before they enter the school.

Cultural Environment: -7 Habits, Leader in Me -Conflict Resolution Class

Professional Development Activities: All school personnel receives appropriate professional development that includes training on the implementation of the school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response. Other areas addressed include

Behavior Policy -Dress Code -Safe Ingress/Egress Procedures -Safe and Orderly Learning Environment -School Discipline Plan

Intervention Resource Classroom

Multi-Tier Support System Classroom

- Positive Home-school relationships
- Communication with parents
- Phone calls
- Emails
- Texts via Remind
- Web page
- Facebook
- Parent Connect on Facebook
- VLCS App

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	1	3		18	1	3		22	1	3	
1	24		3		24		3		24		3	
2	24		3		24		3		24		3	
3	24		4		24		3		24		3	
4	24		4		24		4		24		3	
5	24		2		24		4		24	0	4	
6	24		2		24		2		20	4	0	
Other	22	1	3		22	1	4		22	1	4	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	1			3	1			3	1		
Mathematics	3	1			3	1			3	1		
Science	3	1			3	1			3	1		
Social Science	3	1			3	1			3	1		

Note: 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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	300
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	.20	N/A
Nurse	1.25	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist (non-teaching)	2.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7499.11	1237.04	6262.08	51242.94
District	N/A	N/A	6262.08	51242.94
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	-12.9	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Below is an outline of programs available to VLCS Students:

- AVID This will prepare all students for college readiness and lifelong success through Advancement via individual determination
- After school program
- Visual and Performing Arts Program
- Choral - all students participate in a choir
- Dance K-3 participate in dance, while 4 - 8 have the option of dance
- Instrumental - Band and orchestra, handbells, keyboard
- Visual Arts - Full-time Art teacher
- Drama -
- Leadership with the 7 Habits of Highly Effective People
- Spanish
- G.A.T .E.
- Athletics
- Counseling
- Mental Health Services
- Full-time nurse

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	44014.89	48748.00
Mid-Range Teacher Salary	63315.96	72093
Highest Teacher Salary	72037.73	93459.00
Average Principal Salary (Elementary)	85561.74	90237.00
Average Principal Salary (Middle)	79452.58	
Average Principal Salary (High)	0	
Superintendent Salary	98746.71	
Percent of Budget for Teacher Salaries	34%	
Percent of Budget for Administrative Salaries	4.4%	

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 2017-18)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Valley Life believes in allowing staff to attend trainings that will assist them in being more effective, confident teachers. Utilizing our WASC feedback, Charter Authorizer feedback, the LCAP, as well as other surveys, and student data, assist in identifying the primary/major areas of focus for staff development. Staff development is scheduled prior to the start of the school to reinforce our leadership model and review policies and procedures. Throughout the year, there are also 2 full days of professional development that may include topics such as leadership, student-led conferences. VLCS has scheduled 4 half days per year for professional development and planning. Consultants come in each month, to work with grade level teams. Every Thursday, students are released at 2:00, giving staff an opportunity to meet for professional development. Teachers also have mutual preps, for horizontal and vertical alignment. Teachers are also encouraged to attend trainings during the day, at The Tulare County Office of Education.

Specific trainings over the last three years include:

- Extensive (10 days per year, beyond the above-mentioned trainings) Writing Units of Study, Reading Units of Study, Next Generation Science Standards, and Common Core Mathematics, Studies Weekly, putting it all together, in both math and science,
- Maximizing Student Engagement, minimizing disruptive behavior
- Student Success Team, Special Education Training
- Understanding emotional and behavior disorders
- Leadership notebooks, student-led conferences
- Health Training
- Was Training,
- Curriculum Reviews
- SBAC Training
- Beginning Teacher Support Training
- Google Classes
- Academic Conversations
- Literacy Symposium
- Putting it all together, 1st & 5th grade math
- Close Reading
- Project Based Learning
- Minecraft EDU II, and III
- Mathworks stations K-2
- Research in the primary classroom
- Hundreds chart K-2
- Tape Diagrams 1-2, 3-4
- Addition & Subtraction Strategies K-3
- CCSS Writing workshop
- CS Math introduction 6 - 8
- Fractions tape diagrams 3 - 6
- Interactive notebooks for science
- Close Reading in social studies

- Number talks K-2, and 3-8
- Admin Credential training
- Units of study workshop
- Units of study, writing workshop K-8
- Base 10 blocks
- Guided reading and building readers
- Tech Rodeo
- Independent Study Conference
- CUE Conference
- Instructional Rounds,
- Arts in the classroom
- Charter School Conferences
- FRISK Training
- Principal Training,
- HR Training
- ELPAC,
- Coaching,
- Music Conference
- Breakdown walls within the classroom
- Design thinking in classrooms
- Problem-solving Strategies
- Steam Conference
- AVID training
- CVNIC Training (5th Grade Math Teachers, Tulare County)
- Guided math training
- Instructional Leaders Roles (Steve Ventura)
- Achievement Teams - Horizontal and Vertical Alignment of standards and benchmarks, instructional strategies training

All staff members are encouraged to seek out quality professional development.