# Vantage Point Charter School
## School Accountability Report Card
## Reported Using Data from the 2018-19 School Year
### Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

### School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|---|---|
| School Name | Vantage Point Charter School |
| Street | 10862 Spenceville Road |
| City, State, Zip | Penn Valley, CA 95946 |
| Phone Number | (530) 432-5312 |
| Principal | Dr. Torie F. Gibson |
| Email Address | tgibson@pvuesd.org |
| Website | www.pvuesd.org |
| County-District-School (CDS) Code | 29 76877 6111371 |

| Entity | Contact Information |
|---|---|
| District Name | Penn Valley Union Elementary School District |
| Phone Number | (530) 432-7311 |
| Superintendent | Dr. Torie F. Gibson |
| Email Address | tgibson@pvuesd.org |
| Website | www.pvuesd.org |

## School Description and Mission Statement (School Year 2019-20)

Vantage Point Charter School provides individualized learning using an independent study model. Students choose independent study for a wide variety of reasons including acceleration, credit recovery, medical reasons, family lifestyle choice, work schedules, and access to non-traditional learning.

Vantage Point Charter is located in Nevada County, 8 miles West of the communities of Grass Valley and Nevada City. It began as a home school program in 1989 with one student. In 1993, the program was granted California Charter School status. Vantage Point serves students in grades K-12. It is the desire of Vantage Point Charter School to expanded educational offerings by providing early intervention with choices and opportunities, in order to serve the diverse needs of students and parents. Tutoring and enrichment classes are offered on campus.

Mission Statement: Vantage Point Charter School's mission is to help our students attain academic, cultural, social, and emotional literacy.

## Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|---|---|
| Grade 1 | 2 |
| Grade 4 | 2 |
| Grade 5 | 3 |
| Grade 6 | 1 |
| Grade 7 | 3 |
| Grade 8 | 6 |
| Grade 9 | 3 |
| Grade 10 | 8 |
| Grade 11 | 3 |
| Grade 12 | 6 |
| Total Enrollment | 37 |

## Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| American Indian or Alaska Native | 5.4 |
| Asian | 2.7 |
| Hispanic or Latino | 5.4 |
| White | 81.1 |
| Two or More Races | 5.4 |
| Socioeconomically Disadvantaged | 67.6 |
| Students with Disabilities | 5.4 |
| Homeless | 10.8 |

# 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| With Full Credential | 2 | 2 | 2 | 31 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| 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 2019-20)

**Year and month in which data were collected:** January, 2020

The list of materials noted below are the main textbooks and instructional materials used throughout the program. These do vary as Vantage Point is a program where each student is given an individualized learning planning that best suites their academic learning style and needs.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Journeys and Ca. Collections and IXL | Yes | 0 |
| Mathematics | Common Core Singapore Math, Common Core Big Ideas Math for middle school and high school core math subjects, and IXL | Yes | 0 |
| Science | Harcourt, Glencore, AGS | Yes | 0 |
| History-Social Science | My world | Yes | 0 |
| Health | Glencoe | Yes | 0 |
| Visual and Performing Arts | Glencoe | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | Holt and Zingy Science | Yes | 0 |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are well maintained and in good condition. Weekly site inspections are conducted and reported to the Maintenance Supervisor. The District completed a full Needs Assessment January, 2019.

### 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

**Year and month of the most recent FIT report:** September, 2019

| 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 | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Exemplary** | |

# 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
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy (grades 3-8 and 11)** | 26 | 46 | 56 | 54 | 50 | 50 |
| **Mathematics (grades 3-8 and 11)** | 13 | 17 | 45 | 41 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 24 | 24 | 100.00 | 0.00 | 45.83 |
| **Male** | 12 | 12 | 100.00 | 0.00 | 33.33 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Female | 12 | 12 | 100.00 | 0.00 | 58.33 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 17 | 17 | 100.00 | 0.00 | 52.94 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 41.18 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 24 | 24 | 100.00 | 0.00 | 16.67 |
| Male | 12 | 12 | 100.00 | 0.00 | 25.00 |
| Female | 12 | 12 | 100.00 | 0.00 | 8.33 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **Hispanic or Latino** | -- | -- | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **White** | 17 | 17 | 100.00 | 0.00 | 17.65 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 17 | 17 | 100.00 | 0.00 | 11.76 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | -- | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | | | | | |
| **Foster Youth** | | | | | |
| **Homeless** | -- | -- | -- | -- | -- |

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
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| **Science (grades 5, 8 and high school)** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

Many students participate in the work experience program as part of the high school graduation requirements. Students may earn up to 10 credits per semester in their junior and senior years. CTE courses are not an option at this time as our program is strictly independent study.

## Career Technical Education Participation (School Year 2018-19)

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |

| Measure | CTE Program Participation |
|---|---|
| Percent of CTE Courses that are 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 |
|---|---|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

| 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 | | | |

Note: Percentages are not calculated and double dashes (--) appear in the table 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. PFT provides data for grade levels with more than ten students. With our grade levels being under 10 each, no data is provided by CDE.

# 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 2019-20)

Parents play a very important role at Vantage Point Charter. All parents at Vantage Point Charter School are offered an opportunity to provide input into programs and become active members of the school community. Parent involvement is demonstrated in the following ways:
- By fulfilling expectations set forth in the program agreement, which is signed upon the student's registration.
- By adhering to guidelines set forth by Vantage Point.
- By attending parent meetings.
- By responding to parent surveys.
- By participating in as a member of the Charter Advisory Council.

By participating in other parent involvement activities such as the WASC committee when needed.

## 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 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 0 | 6.3 | 20 | 0 | 6.3 | 20 | 9.7 | 9.1 | 9.6 |
| **Graduation Rate** | 81.8 | 87.5 | 80 | 81.8 | 87.5 | 80 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

## 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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 0.0 | 0.0 | 0.0 | 2.6 | 5.5 | 2.5 | 3.6 | 3.5 | 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 2019-20)

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed, updated and approved by the Governing Board annually by March 1.  Each school maintains a copy of the Safety Plan on site and a copy of the Response Plan is provided to every employee.  Key elements of the plan include:  a plan of action for a coordinated district wide response to emergencies (i.e. natural disasters, evacuation from sites, etc.)  and emergency phones/contacts.

## 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 | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | 2 | 1 | | |
| 4 | | | | | | | | | 2 | 1 | | |
| 5 | | | | | | | | | 2 | 2 | | |
| 6 | | | | | | | | | 1 | 1 | | |
| Other** | | | | | | | | | | | | |

*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 | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | 4 | 12 | | | 3 | 12 | | | 2 | 10 | | |
| Mathematics | 2 | 12 | | | 2 | 11 | | | 1 | 18 | | |
| Science | 2 | 10 | | | 2 | 8 | | | 2 | 9 | | |
| Social Science | 4 | 9 | | | 3 | 10 | | | 2 | 10 | | |

*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---|---|
| Academic Counselors* | .0 |

*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.

### Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |

| Title | Number of FTE* Assigned to School |
|---|---|
| Resource Specialist (non-teaching) | |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $14,632 | $1,560 | $13,072 | $70,050.00 |
| District | N/A | N/A | $8,601 | $64,798.00 |
| Percent Difference - School Site and District | N/A | N/A | 41.3 | 7.8 |
| State | N/A | N/A | $7,506.64 | $64,941.00 |
| Percent Difference - School Site and State | N/A | N/A | 54.1 | 7.6 |

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 2018-19)

Math and science tutoring are available on a walk-in or scheduled basis, and students can participate both individually or in a group setting. Art is also available to students in a group setting on campus twice a month. Each teacher provides one hour of open tutoring time per week. Special education services are available to those that qualify. Students have access to technology at all time and 9-12th grade students can check out a Chromebook for use at home to support their academic learning.

Recreational Programs are available as electives. Student are provided a yearly stipend of $500 each and can choose their elective from a list of providers approved for our program.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $46,790 | $45,252 |
| Mid-Range Teacher Salary | $60,351 | $65,210 |
| Highest Teacher Salary | $81,121 | $84,472 |
| Average Principal Salary (Elementary) | $99,591 | $107,614 |
| Average Principal Salary (Middle) | $0 | $112,242 |
| Average Principal Salary (High) | $0 | $ |
| Superintendent Salary | $118,902 | $124,686 |
| Percent of Budget for Teacher Salaries | 30% | 31% |
| Percent of Budget for Administrative Salaries | 8% | 7% |

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

## Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

Note: 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)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

There are five District-wide in-service days each year that Vantage Point teachers participate in. There are also opportunities for individual staff members to attend grade level or curriculum specific workshops throughout the year. The primary focus for the past three years has been Common Core transition and implementation, especially in the area of mathematics. Lesson planning, standards knowledge and depth of questioning have all been addressed in District through professional days, both on site and off site.