# Sun View Elementary 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** | Sun View Elementary School |
| **Street** | 7721 Juliette Low Drive |
| **City, State, Zip** | Huntington Beach, CA 92647 |
| **Phone Number** | (714) 847-9643 |
| **Principal** | Elaine C. Burney |
| **Email Address** | eburney@ovsd.org |
| **Website** | http://www.edline.net/pages/sunview |
| **County-District-School (CDS) Code** | 30-66613-6029714 |

| Entity | Contact Information |
|---|---|
| **District Name** | Ocean View School District |
| **Phone Number** | (714) 847-2551 |
| **Superintendent** | Dr. Carol Hansen |
| **Email Address** | chansen@ovsd.org |
| **Website** | www.ovsd.org |

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

**District and School Profile**

Sun View Elementary School is located in the western region of Huntington Beach and serves students in grades kindergarten through five following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 8,400 students from kindergarten through eighth grade in the 2017-2018 school year. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students which supports its motto: "Encouraging a Deliberate and Global Education."

**Mission:**
The Sun View learning community is committed to providing a high quality educational program for all students that includes meeting their individual needs in order to foster responsible, ethical, productive, and educated citizens.

**Vision:**
We are committed to a unified partnership with our community that values a well-rounded, diverse child who is prepared to engage and be successful in their life-long opportunities.

Sun View is a dynamic and unique school among the eleven elementary schools in the Ocean View School District. The District encompasses an area of 15 square miles in west Orange County, California. Our current population reflects the significant ethnic diversity of our community: 5.8% Asian, of the 60.2% White 61% report having Hispanic/Latino Ethnicity, and 34% other ethnicities (American Indian, Filipino, Pacific Islander, African American, No Response). Within our student population of 171, 33 are identified as Special Education students, 14 of which are instructed in Special Day Classes with specific learning needs.

Sun View's warm and caring atmosphere is balanced with the highest level of professionalism and commitment to student success. Sun View's dedicated and knowledgeable teaching staff is among our most valuable resources. Sun View teachers pride themselves in maintaining a high level of expertise based on current research and best practices, often serving on curriculum committees and sharing their knowledge throughout the school and District. Our commitment to children and their education is renowned in our community. A variety of instructional strategies and interventions are implemented to meet diverse student needs, promote student achievement, foster independence, build character, and encourage life-long learning. Programs and strategies to promote literacy and provide equal opportunities to all members of our diverse student population. Our academic success is evidenced by the steady growth of our District Multiple Measures of assessment and Smarter Balanced Assessment (SBA) results.

On any given day, a visitor to Sun View will observe teachers, students, staff and community volunteers collaborating to ensure the smooth operation of our site. Sun View community members are valued partners and contribute greatly to the success of our students. Volunteers donated their time last year helping in classrooms, organizing school events, supporting office staff, working in the classrooms and preparing instructional materials for teachers. Sun View's Parent Teacher Organization (PTO), School Site Council (SSC), and English Language Advisory Committee (ELAC) add an important perspective that enhances school-wide decision making and improvement.

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Homeless | |

# 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** | 8 | 0 | 0 | 312 |
| **Without Full Credential** | 0 | 0 | 0 | 2 |
| **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:** 10/2018

All textbooks used in the core curriculum at Circle View are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. The State Board of Education is responsible for providing Districts adoption cycles for core content materials (English/language arts, math, science, and history-social science).  There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. Ocean View School District adopted mathematics materials 3 years ago and language arts materials last year. We are in the fourth year of our newly adopted mathematics materials and second year of language arts program. We are currently in the process of piloting History Social-Science materials for middle school and are developing Next Generation Science Standards aligned units of study for implementation next year. All schools are using adopted materials and supplemental resources that are site-specific.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | McGraw Hill Reading Wonders Adoption Year 2017 | Yes | 0 |
| **Mathematics** | McGraw-Hill My Math Adoption Year 2015 | Yes | 0 |
| **Science** | McGraw-Hill School Division Macmillan/McGraw-Hill California Science Adoption Year 2008 | Yes | 0 |
| **History-Social Science** | Harcourt School Publishers Reflections: California Series Adoption Year 2006 | Yes | 0 |

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

In November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond that was ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. The bond program is currently in the planning stages with construction set to start in late June of 2018. The bond program is anticipated to take approximately eight years to complete ending somewhere in 2024/2025.

The District currently embraces a systematic approach to maintaining the current facilities to ensure that all schools are clean, safe, and provide an inspirational educational environment for our students to learn, grow, and to be challenged and inspired. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is being utilized by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:
- Lunch area setup/cleanup
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

## 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:** 12/10/2019

| 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 | |
| **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) | | | | | | |
| Mathematics (grades 3-8 and 11) | | | | | | |

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 | | | | | |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| English Learners | | | | | |
| Students with Disabilities | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **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** | | | | | |
| **Black or African American** | | | | | |
| **American Indian or Alaska Native** | | | | | |
| **Filipino** | | | | | |
| **Hispanic or Latino** | | | | | |
| **Native Hawaiian or Pacific Islander** | | | | | |
| **Two or More Races** | | | | | |
| **Socioeconomically Disadvantaged** | | | | | |
| **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.

## 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.

# 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 are encouraged to be involved in their child's learning experience by volunteering in the classroom, participating in decision-making processes through the PTO, School Site Council (SSC) or English Language Advisory Committee (ELAC), providing input, and attending school activities and events.

Parents stay informed on school activities through flyers, classroom/principal newsletters, classroom communications, parent conferences, the school marquee, school/District website, Take-Home Tuesday packets, and the Blackboard Connect automated telephone messaging system. Contact the officer manager, Linda Brooks, or the PTO President, Irena Rivera, at (714)847-9643 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Classroom, Library, Classroom support at home
• Fundraising
• PTO/School Events and Activities

Art Lessons

Committees
• English Learner Advisory Council
• Parent Teacher Organization

- School Site Council

School Activities
- Back to School Night
- Book Fair
- Halloween Extravanga
- Family and/or Parent Nights
- Fifth Grade Promotion
- Jog-A-Thon
- Open House
- Parent Education Inservices
- Red Ribbon Week
- Spirit Days
- Student Recognition Assemblies
- Spring Music Concert
- Annual Title I Meeting

PTO Events

Parent Conferences

Friday Flag Assemblies

## 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** | 1.3 | 0.5 | | 2.4 | 1.7 | 2.2 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.0 | 0.0 | | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

## School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Sun View Elementary School in collaboration with School Site Council, ELAC Committee, local agencies, and the District office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed and updated in October, 2017.

# 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+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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.

## 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 | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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 | $7,329.15 | $796.78 | $6,532.36 | 64776 |
| District | N/A | N/A | 4970.98 | $89,638.00 |
| Percent Difference - School Site and District | N/A | N/A | 27.1 | -32.2 |
| State | N/A | N/A | $7,506.64 | $82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -13.9 | -24.3 |

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)

In addition to general fund state funding, Ocean View School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the District received categorical, special education, and support programs funds for:

Unrestricted Programs
State Lottery

Federal Programs
Medi-Cal Billing
Title Funding
Special Education Funding
Educator Effectiveness

State Programs
Lottery: Instructional Materials

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

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $42,588 | $45,741 |
| **Mid-Range Teacher Salary** | $84,208 | $81,840 |
| **Highest Teacher Salary** | $104,741 | $102,065 |
| **Average Principal Salary (Elementary)** | $131,112 | $129,221 |
| **Average Principal Salary (Middle)** | $136,570 | $132,874 |
| **Average Principal Salary (High)** | $0 | $128,660 |
| **Superintendent Salary** | $226,644 | $224,581 |
| **Percent of Budget for Teacher Salaries** | 39% | 36% |
| **Percent of Budget for Administrative Salaries** | 6% | 5% |

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

## Professional Development (Most Recent Three Years)

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

Ocean View School District has instructional priorities that are the focus for all professional development. Professional Development is collaboratively planned with the Ocean View Teacher's Association to ensure that it meets the needs of students and staff and that it aligns with the District priorities. There are two full non-student professional development days each year. There are also four late starts for middle school and 5 modified Wednesdays for elementary schools that focus on site-specific needs. The first District professional development focus is on Depth-of-Knowledge (DOK) levels 3 and 4. Training is interactive and teachers worked collaboratively with colleagues to develop student demonstration lessons to implement throughout the school year. The second non-student training day focused on DOK. At middle school DOK 4 was revisited through the content areas and at elementary, DOK 4 was revisited through the lens of Next Generation Science Standards. OVSD is developing a Twilight Series of professional development that will be offered after school to sustain District initiatives such as: Write From the Beginning, Thinking Maps, Depth and Complexity icons, the Writing Continuum, and mathematical practices. As a District, we have a structure that allows us to stay the course and provide ongoing sustainable training.

In 2016-17, Sun View staff participated in the following professional staff development activities:

Close Reading
Math Talks
Write from the Beginning Narrative and Expository Trainer of Trainers
SBA Training
Technology Teacher Trainings
McGraw-Hill ELA/ELD Training
Next Generation Science Standards
Professional Learning Communities
Thinking Maps

Throughout the year, teaching staff are provided the opportunity to participate in District-sponsored staff development workshops or training sessions as
1) a supplement to site-based staff development,
2) for reinforcement of or follow-up on previous training, or
3) follow-up training for newly implemented programs/curricula.

Sun View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides and Title 1 teachers are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and District representatives.