

River Valley High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	River Valley High School
Street	801 El Margarita Rd.
City, State, Zip	Yuba City CA, 95993
Phone Number	(530) 822-2500
Principal	Tom Reusser
E-mail Address	treusser@ycusd.k12.ca.us
Web Site	www.ycusd.k12.ca.us/rivervalley
CDS Code	51-71464-0107722

District Contact Information	
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Nancy Aaberg
E-mail Address	naaberg@ycusd.k12.ca.us
Web Site	www.ycusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

River Valley High School (RVHS) is located in an expanding portion of Yuba City and is the newest high school in the Yuba City Unified School District. Established in 2005, River Valley High is a 9-12 comprehensive school. The school was built in response to community growth in part due to an affordable housing market next to a large metropolitan area (Sacramento). In recent years growth in the community has waned as a result of the nationwide real estate slow-down, however, the local school population has remained constant. In Spring of 2013, we had a WASC visit and we received a three year accreditation.

The school day at RVHS is structured utilizing a 4x4 block schedule, which allows for substantial periods of time to be dedicated to learning and instruction and less time on routine tasks such as taking roll. Four classes are held each day that are 1.5 hours in length and divided over two terms each school year (fall and spring terms). At the end of each term, students change both classes and teachers, much like college courses. The 4x4 block schedule affords a greater number of options for students, as they are provided an opportunity to take more courses during their four-year high school career than under the traditionally structured six-period school day. This allows students to advance their studies during their high school career and provides more opportunities for all students to explore a multitude of career pathways and or options for college. Additionally, teachers average 90 student contacts per school day rather than the normal 150, allowing a more personal teaching and learning experience for students and staff.

The leadership team at RVHS is working with RVHS staff to improve a program designed for the English Language Learner (ELL) population. The program design is structured to assist ELLs to learn English quickly and to be equipped with the English language skills necessary for academic success. The English Language Development (ELD) staff is working toward teaching students discrete sub-skills in the reading, writing and the conversational skills necessary to assist students in learning English quickly. The goal is for students to transition into core classes and meet graduation requirements on time or utilizing one additional year. Content teachers also work to accommodate the needs of ELL students within challenging, grade-level academic courses.

River Valley High School offers the opportunity for all students to be involved in some activity of their choosing. RVHS provides a variety of campus clubs and activities such as Link Crew for transitioning freshmen and opportunities for student leadership, as well as sports in the Tri County Conference. Additionally, RVHS students have been accepted to a number of major universities and colleges, and the school community is especially proud of the many accomplishments of our graduating classes.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	513
Grade 10	458
Grade 11	426
Grade 12	345
Total Enrollment	1,742

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.6
Asian	27.0
Filipino	1.0
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.5
White	29.0
Two or More Races	6.7
Socioeconomically Disadvantaged	60.2
English Learners	6.9
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	82	84	88	638
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.52	0.48
Low-Poverty Schools in District	99.56	0.44

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2003 Springboard/College Board, Gr 9-11, 2014	Yes	0%
Mathematics	Carnegie Common Core Integrated Math 1, Carnegie Learning 2013 Carnegie Bridge to Algebra, Carnegie Learning 2013 McDougal Littell 2005	Yes	0%
Science	Pearson Prentice Hall 2007	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World Geography/Pearson 2009 Malinkowski's AP Human Geography/McGraw-Hill 2013 AP US History: America's History/Bedford, Freeman & Worth Publishers, 8th Edition The American's Reconstruction of the 21st Century/Houghton-Mifflin 2012 AP Economics Today 17E/Pearson	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school opened in the fall of 2005 with ninth and tenth grade students only. Grade 11 students were added in 2006. The first class of Grade 12 students graduated from RVHS in 2008. RVHS is a modern facility that features a large open quad area, state of the art science laboratories, a spacious library and fields, and comfortable classrooms with current technology.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/30/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Exterior fascia trim is peeling on Rooms 806, 811, 815, 818 and 837. Exterior trim paint peeling on Rooms 832, 833, and on door of Room 838. Repairs planned for summer of 2015 with Deferred Maintenance funds.
Structural: Structural Damage, Roofs	[]	[X]	[]	Roof leaks in Admin 300 Wing, Gym, Multi-Purpose Room, and Rooms 104 and 401. Warranty repair scheduled on 12/30/2014. Repairs planned for summer of 2015 with Deferred Maintenance funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	44	48	56	57	59	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Student at the School	56
Male	58
Female	54
Black or African American	47
American Indian or Alaska Native	
Asian	55
Filipino	
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	
White	69
Two or More Races	60
Socioeconomically Disadvantaged	45
English Learners	6
Students with Disabilities	7
Students Receiving Migrant Education Services	17

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	50	55	56	58	58	54	56	55
Mathematics	25	27	25	51	52	52	49	50	50
History-Social Science	43	42	44	44	43	45	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	3	3	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	29	-6	10
Black or African American			
American Indian or Alaska Native			
Asian	33	-17	-3
Filipino			
Hispanic or Latino	9	-6	22
Native Hawaiian/Pacific Islander			
White	37	1	20
Two or More Races			
Socioeconomically Disadvantaged	38	-15	8
English Learners	12	-19	9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	427
% of pupils completing a CTE program and earning a high school diploma	2.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11.3

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	61.72
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	38.89

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	59	63	63	55	57	37	56	57	56
Mathematics	73	69	74	62	60	42	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	26	32	34	44	23
All Students at the School	37	28	35	26	46	28
Male	39	28	33	21	45	34
Female	35	29	36	31	47	22
Black or African American	36	21	43	36	50	14
American Indian or Alaska Native						
Asian	36	32	32	14	44	42
Filipino						
Hispanic or Latino	45	29	26	33	48	19
Native Hawaiian or Pacific Islander						
White	26	29	45	24	46	30
Two or More Races	36	26	38	21	56	23
Socioeconomically Disadvantaged	50	26	25	33	45	22
English Learners	97	3		50	43	7
Students with Disabilities	90	10		80	20	
Students Receiving Migrant Education Services	79		21	37	42	21

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.6	21.9	49.3

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 Parental Involvement State Priority (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 (Most Recent Year)

Contact Person Name: Thomas Reusser

Contact Person Phone Number: (530) 822-2506

Parental and community involvement starts with our annual Back-to-School Night and Open House. River Valley High School has an active website, which is continually being updated and redesigned to give parents optimum information about school, their students, MECHA, the Booster Club, Key Club, Punjabi Club, and Soroptimist Club. In addition, there is a master calendar for all events that is maintained by the Associated Student Body and the Principal's secretary. Parents can readily contact staff through district email or site voicemail. School discipline procedures require direct contact with parent or guardian before discipline is enacted. Bilingual staff is available for parent-teacher conferences and interpretation of communications sent home and class syllabi. Before the start of school, freshmen and their parents attend freshmen orientation. RVHS has an active School Site Council comprised of teachers, parents, students, classified staff, and the site principal which meets on the fourth Wednesday of every month. Additionally, there is an English Learner Advisory Committee that meets to advise parents of EL students.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	7.0	7.1	7.9	9.4	9.8	9.5	14.7	13.1	11.4
Graduation Rate	89.39	90.58	89.72	84.28	84.50	83.94	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	88.73	86.21	84.56
Black or African American	83.33	88.89	75.90
American Indian or Alaska Native	75.00	66.67	77.82
Asian	88.37	89.58	92.94
Filipino	100.00	85.71	92.20
Hispanic or Latino	86.36	83.89	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	92.68	86.22	90.15
Two or More Races	76.92	86.49	89.03
Socioeconomically Disadvantaged	81.25	79.61	82.58
English Learners	17.14	32.91	53.68
Students with Disabilities	66.67	55.08	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	11.4	10.5	9.1	8.6	8.3	7.8	5.7	5.1	4.4
Expulsions	1.8	1.4	1.2	0.6	0.5	0.5	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff annually. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a regular basis throughout the school year.

River Valley High School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers and administrators before and after school. During breaks and lunch, administrators and campus security supervise students. There is a designated student drop off and pickup area at the main entrance of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teachers prior notification when visiting a classroom.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	82.3

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			Avg. Class Size	2012-13			Avg. Class Size	2013-14					
	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	25.1	12	24	5	25	14	15	12	25	12	20	10		
Mathematics	24.5	14	26	5	26	8	25	9	26	13	22	10		
Science	26.7	9	19	3	27	6	18	2	29	2	15	4		
Social Science	28.2	5	15	13	30	2	22	10	29	5	19	10		

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	378
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	1.2	---
Social Worker	0	---
Nurse	0.405	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0	---
Other	0.5	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,328.02	\$813.70	\$5,514.32	\$55,981
District	---	---	\$5,507.05	\$58,325
Percent Difference: School Site and District	---	---	0.1	-3.8
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	-0.4	-18.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Yuba City Unified School District spent an average of \$ 8,249.53 to educate students (based on 2013-14 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received approximately \$ 2,422.08 per student in state and federal funding for the following categorical, special education, and support programs:

- AG Voc Ed
- Art, Music & PE
- Arts & Music Block Grant
- CA Peer Assistance Review (PAR)
- Common Core
- Dental Van
- Donations
- Home to School Transportation
- Instructional Materials Realignment Program
- Instructional Professional Development- Math/Reading
- LCFF Supplemental Funding
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- Microsoft Ed Tech Voucher Program
- Project Lead the Way
- ROP
- School Safety and Violence Prevention
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Staff Development Principal Training
- Title I
- Title I Corrective Action
- Title II Part A, Administrator Training
- Title II Teacher Quality
- Title III, LEP
- Vocational Programs (Carl Perkins Act)
- YCEF

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,735	\$41,318
Mid-Range Teacher Salary	\$58,102	\$65,615
Highest Teacher Salary	\$75,856	\$84,981
Average Principal Salary (Elementary)	\$121,329	\$107,624
Average Principal Salary (Middle)	\$131,433	\$112,817
Average Principal Salary (High)	\$134,214	\$121,455
Superintendent Salary	\$207,247	\$206,292
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	2	---
Science	1	---
Social Science	2	---
All courses	8	0.7

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. All staff development opportunities were either one day workshops for teachers that were interested or took place during staff meetings and on our early release days. Topics for staff development during the 2013-14 school year included:

1. Rigor and Relevance
2. Illuminate and common assessments
3. Data driven instruction

Yuba City Unified School District participates in the Tri-County Induction Program (TCIP) for recently credentialed teachers and the Peer Assessment Review (PAR). All newly-hired teachers with a preliminary credential are required to participate in the TCIP program in order to clear their credential. An experienced teacher may volunteer to participate in the PAR program to gain peer assistance. Experienced teachers may also be referred to the PAR program to improve his or her instructional skills, classroom management, or knowledge of subject. Mentor Teachers are selected to work with teachers in the TCIP and the PAR program by a panel of teachers and administrators. The Mentor Teachers provide peer assistance, professional development in curriculum, classroom management and instructional methodologies to newly hired teachers, volunteer teachers to the program or referred teachers.