

Baldy View Elementary School

979 W. 11th Street • Upland, CA 91786 • (909) 982-2564 • Grades K-6

Sarah Johangiry, Principal

Sarah_Johangiry@upland.k12.ca.us

<https://bv-uusd-ca.schoolloop.com/>



2018-19 School Accountability Report Card Published During the 2019-20 School Year

Upland Unified School District

390 North Euclid Ave.
Upland, CA 91786
(909) 985-1864
www.uplandusd.org

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School Description

Baldy View Elementary, built in 1954, is located in Upland, California at the base of the San Gabriel Mountains. Backed by Mt Baldy, hence our name, families are welcomed with open arms. We are one of ten elementary schools in our district. We have twenty-two classrooms, which service Transitional Kindergarten through 6th grade students from our community.

Our School Mission is: "The Baldy View students and staff pride themselves on being a community of learners with a strong commitment to reaching their full potential. The expectation is that students and staff meet academic standards, recognize and appreciate individual and cultural differences, and effectively learn to resolve problems that continuously challenge a global society. Students, as well as adults, collaboratively develop skills to become lifelong learners." Baldy View's staff is also committed to our District mission as well: "Upland Unified School District prepares and inspires all students to maximize their academic potential and to thrive in a complex global society."

Each year we strive to better our programs for student learning. We are excited to continue our school wide implementation of Thinking Maps (A common Language for Teaching and Learning), Daily 5/CAFE reading strategies and structure for Literacy for grades K - 3, and AVID strategies in grades 4 - 6. Teachers have ongoing training opportunities in these two initiatives. In the 2018-2019, year the campus received a Silver Award in observance of our implementation of PBIS (Positive Behavioral Interventions and Supports) across the campus. Baldy View received a grant and district support in purchasing ST Math, an online "Spatial and Temporal" math program for grades K - 6, which is still in use and offers students experiences in problem solving and deductive thinking. To support literacy, Baldy View has a reading lab, led by a Reading Specialist, that offers both push-in and pull-out opportunities to support students in areas of phonemic awareness, phonics, vocabulary, and comprehension. In addition to the lab and our teaching staff, an RSP Teacher, Librarian, Instructional Aides, and Bilingual Aides provide the extra support needed in the classrooms where students require more assistance to improve their skills.

With the generous support of our community and the adoption of Measure K, during the summer of 2011, we were able to increase our high level of learning by creating the "21st Century Classroom" throughout our campus. This classroom model includes an electronic teaching wall with interactive boards, projection/audio systems, and skylights. Currently, Grades K - 6 are one-to-one ratio with Chromebooks and teachers throughout the campus work through Google Classroom. Additionally, teachers will check out the district Google Expedition kit to take students on virtual field trips to mountain ranges and libraries beyond our state, country, and even continent.

Baldy View has provided many after school clubs for enrichment over the past few years. Some of the clubs that have been offered include: homework, garden, Coding & Chess, and math enrichment. We are excited to offer these programs, directed by teachers, support staff, and local consultants throughout the week for minimal or no cost to parents. Think Together is an after school program established through state funds to keep kids safe after school. This program has a maximum of 120 students with five trained adults. Think Together meets every school day from the end of the day until 6:00 p.m. During the afternoon, students work on homework for one hour as well as take part in additional enrichment programs.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	63
Grade 2	77
Grade 3	74
Grade 4	88
Grade 5	86
Grade 6	88
Total Enrollment	564

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.9
American Indian or Alaska Native	0.5
Asian	1.4
Filipino	0.9
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	0.5
White	7.4
Two or More Races	2.5
Socioeconomically Disadvantaged	88.8
English Learners	19
Students with Disabilities	11.3
Foster Youth	1.2
Homeless	5.9

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 for Baldy View Elementary	17-18	18-19	19-20
With Full Credential	25	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Baldy View Elementary School

Indicator	17-18	18-19	19-20
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)

Baldy View uses the district's ELA/ELD textbook adoption of Wonders and Study Sync. For mathematics, GO Math is used K-6th across the campus. In all disciplines, teachers are utilizing Thinking Maps, a research based approach, to increase the students' ability to think critically and engage in more rigorous content. Baldy View teachers are also making use of materials and strategies through AVID, Daily 5 and Daily 3 math implementation. The site is also fully implementing the I-Ready language arts and mathematics diagnostic as it rolls out across the district.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Adoption Year: 2016 McGraw-Hill Wonders K-5</p> <p>Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015</p> <p>Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12)</p> <p>Adoption Year: 2006 SRA - Kaleidoscope (SDC)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Adoption Year: 2007 Scott Foresman - California Science</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: April 2019

System Inspected	Repair Status	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	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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	41	53	53	50	50
Math	35	36	39	39	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.1	25.6	32.6

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	351	100.00	41.31
Male	173	173	100.00	38.15
Female	178	178	100.00	44.38
Black or African American	44	44	100.00	43.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	260	260	100.00	36.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	68.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	315	315	100.00	39.68
English Learners	86	86	100.00	31.40
Students with Disabilities	54	54	100.00	12.96
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	350	99.72	36.10
Male	173	172	99.42	37.43
Female	178	178	100.00	34.83
Black or African American	44	43	97.73	32.56
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	260	260	100.00	32.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	59.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	315	315	100.00	35.67
English Learners	86	86	100.00	34.88
Students with Disabilities	54	54	100.00	20.75
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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.

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)

The culture of our school reflects energy, enthusiasm, and a commitment to learning with high academic standards. At Baldy View, we set the bar high and support our community of learners in meeting or exceeding grade level standards. Students, parents, and staff all work together to ensure that this goal is met. For example, we challenge our parents to complete the district Parent Passport. This document challenges them to attend both site and district wide events to get stamps for their participation. Some key annual events that brings many parents to our campus are Donuts with Dad, Muffins with Mom, and our Grandparent luncheon. At the end of the year a parent event is held to recognize those that succeeded in filling their passports.

Our PTA becomes a stronger unit each year. They are a hardworking group that is focused on student and school needs; they take the initiative to make our school a pleasant and welcoming place for everyone. Our PTA provides us with funds to support school activities, assemblies, grade level field trips, and 6th grade end-of-the-year events & activities.

Beyond PTA, Baldy View has a wealth of opportunities for parent involvement. Some of these include: school spirit days, Parents Workshops, Kindergarten Writing Workshops for parents, a non-competitive field day, Read Across America celebration, Family nights, Country Fair, Family Fun night with Community fair, and our nighttime musical performances (what many consider to be the highlight of the year). On these nights, families are invited to participate and celebrate with us as their students perform music, poetry, and dances they've worked hard on over the prior weeks.

Parents are invited to spend time in their child's classroom, help in the library and office, and assist with extracurricular activities. Many of our events have been featured in our local newspaper spotlighting the students, families and community; they demonstrate how important partnered education is to all of us! The site is fortunate and grateful for the great support from our parents in teaming with us to work towards academic excellence.

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.

School Safety Plan

One of the characteristics of an effective school is a safe and orderly campus. Our number one commitment is to the safety of all who attend Baldy View Elementary. The district provides a safety plan developed by school representatives that is reviewed yearly in August. Monthly safety committee meetings are held at the district with a representative from each site attending. Information is brought back to our school safety committee who then aligns procedures and routines to our specific site needs. This plan is comprehensive, practiced during school hours and reviewed at monthly staff meetings. Specific safety objectives are practiced to mastery each month through school-wide fire, disaster (earthquake) and lock-down drills. Objectives for drills include student behavior and procedures, attendance and search/sweep procedures. Located on our campus is a disaster bin to support student and adult needs, should we become a community shelter. Water and emergency supplies are stored and replenished on a yearly basis. We have a gated campus where all visitors are required to enter the office to have their license scanned through our RAPTOR system. There is a network of surveillance cameras throughout the campus that is monitored in the office and recorded to our server.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	1.2	3.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (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)	1.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	6	1		11	8			11	8		
1	25		3		26		3		21	1	2	
2	23		4		25		3		26		3	
3	24		4		22	1	3		25		3	
4	29		3		30		3		29		3	
5	29		3		29		3		29		3	
6	27	1	3		32		2	1	29		3	
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.

Professional Development provided for Teachers

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

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11459.57	5284.24	6175.33	83313.67
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.6	3.9
School Site/ State	-19.5	1.6

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.

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.

Types of Services Funded

Baldy View Elementary School receives funding for regular and supplementary educational programs. Our categorical funds consist of , ELL-I Title I, and Title III. The following special programs are offered at the school: English Language Learner program (ELL), Resource Specialist Program (RSP), Special Day Class (SDC), Think Together, band, substance abuse prevention, bully prevention and district and site provided P.E. instruction in grades 1-6. The school district also provides the following services to students: health services, library assistance, crisis intervention, speech and psychological services.

Community support is also an integral part of the program at Baldy View. PTA sponsors assemblies, field trips, and rewards for parents and students. We also receive financial support from Target and LifeTouch as well as certificates provided by Boomers, Brunswick Bowling, Denny's, Mimi's, and a variety of other restaurants and food establishments. Parent involvement and community support are very important to us and we appreciate all that they have to offer our school, students and staff.