

# Ocean Grove Charter School

## California Department of Education 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.

### Cynthia Rachel

Principal, Ocean Grove Charter School

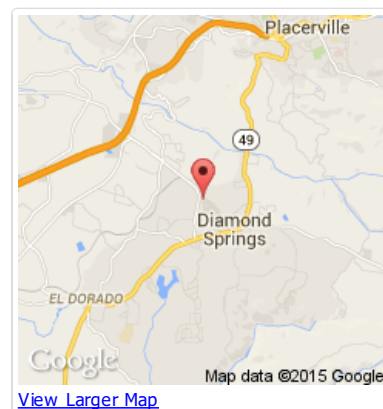
## About Our School

Ocean Grove Charter School is parent driven school, that values the philosophy of individualized education with a focus on families' educational philosophies and students' learning styles. We are dedicated to our guiding principals and mission statement; administration, teachers, staff, families, and students work collaboratively to ensure positive and productive learning experiences. We continuously seek to achieve excellence while focusing on our educational vision and philosophy by setting goals, providing teacher trainings/workshops, maintaining parent and teacher communication portals, seeking and implementing feedback, offering extensive curriculum choices, and continuously implementing innovative educational outlets to promote life-long learning opportunities. Ocean Grove received a 6 year WASC accreditation in 2010. I am honored to represent Ocean Grove Charter School and the philosophy of parent driven education.

## Contact

4535 Missouri Flat Rd., Ste. 1A  
Placerville, CA  
95667

Phone: 530-295-3566  
E-mail: [crachel@eminc.org](mailto:crachel@eminc.org)



[View Larger Map](#)

## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Ocean Grove Charter School
<b>Street</b>	4535 Missouri Flat Rd., Ste. 1A
<b>City, State, Zip</b>	Placerville, Ca, 95667
<b>Phone Number</b>	530-295-3566
<b>Principal</b>	Cynthia Rachel
<b>E-mail Address</b>	<a href="mailto:crachel@ieminc.org">crachel@ieminc.org</a>
<b>Web Site</b>	<a href="http://www.ogcs.org/">http://www.ogcs.org/</a>
<b>County-District-School (CDS) Code</b>	44698070110007

District	
<b>District Name</b>	San Lorenzo Valley Unified
<b>Phone Number</b>	(831) 336-5194
<b>Web Site</b>	<a href="http://www.slvusd.org">http://www.slvusd.org</a>
<b>Superintendent First Name</b>	Laurie
<b>Superintendent Last Name</b>	Bruton
<b>E-mail Address</b>	<a href="mailto:lbruton@slvusd.org">lbruton@slvusd.org</a>

*Last updated: 1/20/2015*

### School Description and Mission Statement (Most Recent Year)

About Ocean Grove Charter School:

Ocean Grove Charter School (OGCS) opened in the fall of the 2005/2006 school year. Ocean Grove values the role of the parent in the education of their children. OGCS believes in programs that offer individual learning plans for each student, and takes pride in modeling these principles. OGCS is an independent Charter School sponsored by the San Lorenzo Valley School District in Santa Cruz County. OGCS Educational Specialists (ESs) work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student accomplishment and completion toward individual growth and state standards. They also work diligently to meet the major deadlines on the yearly paperwork timetable, as well as the paperwork deadlines for each student. ESs serve their share of required proctor duties each school year, and attend required professional growth trainings. Every ES must possess and maintain a valid teaching credential for every day they serve a student. Ocean Grove Charter School was granted WASC accreditation in 2007 and the school received a six year renewal in 2010.

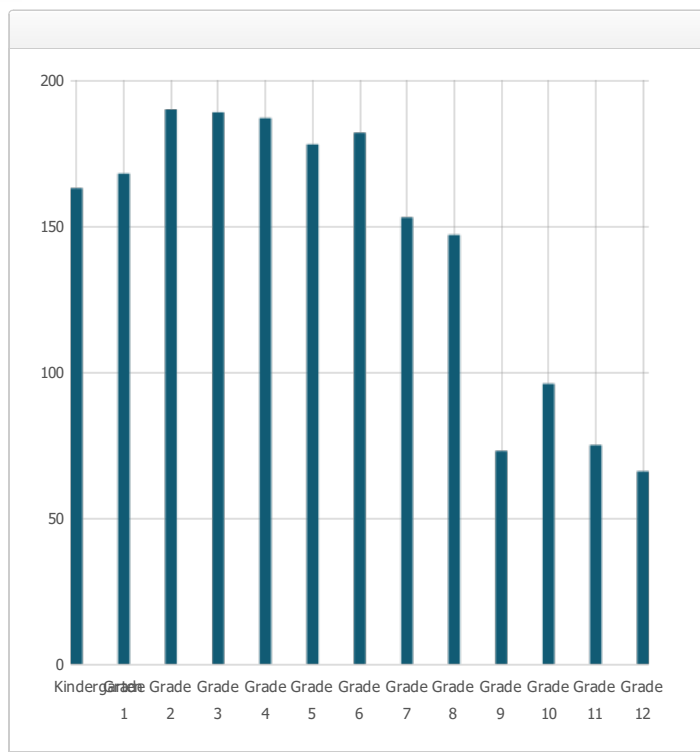
Mission Statement:

We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments.

*Last updated: 1/23/2015*

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

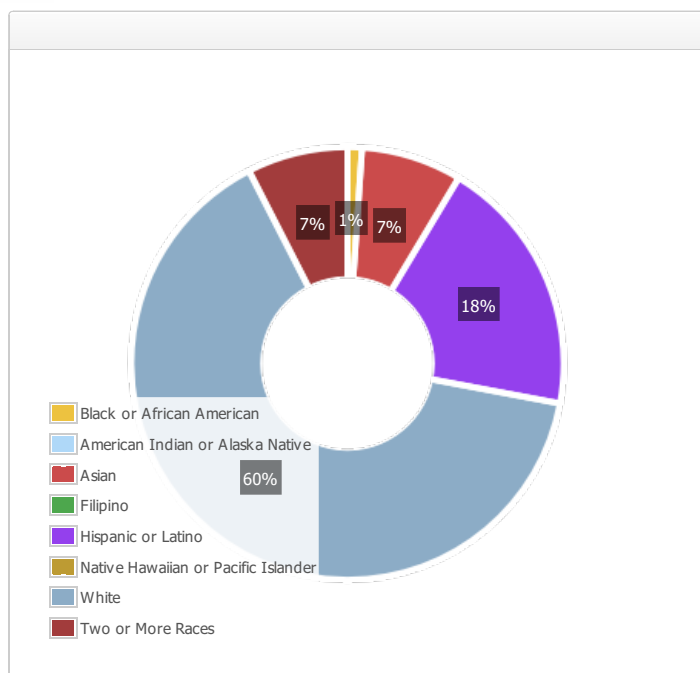
Grade Level	Number of Students
Kindergarten	163
Grade 1	168
Grade 2	190
Grade 3	189
Grade 4	187
Grade 5	178
Grade 6	182
Grade 7	153
Grade 8	147
Grade 9	73
Grade 10	96
Grade 11	75
Grade 12	66
<b>Total Enrollment</b>	<b>1867</b>



Last updated: 12/15/2014

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	7.2
Filipino	0.9
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.4
White	60.5
Two or More Races	7.7
Socioeconomically Disadvantaged	26.6
English Learners	1.9
Students with Disabilities	7.8



Last updated: 12/15/2014

## A. Conditions of Learning

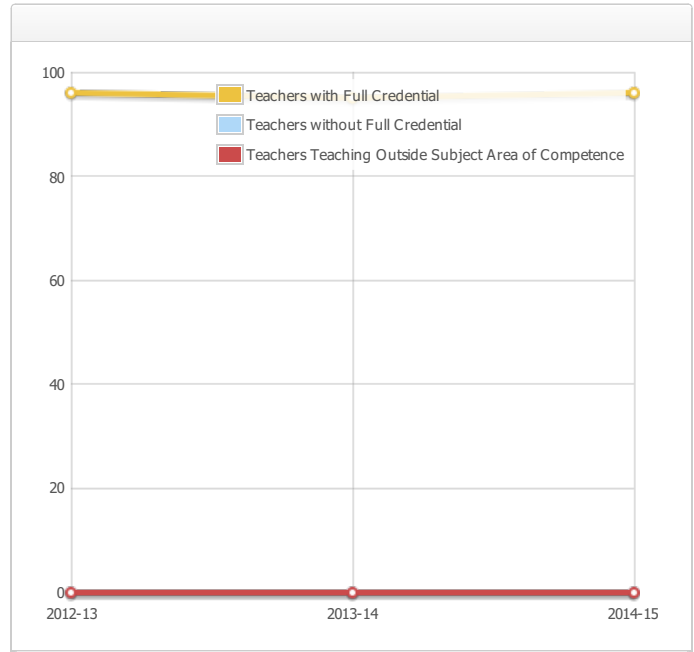
### State Priority: Basic

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

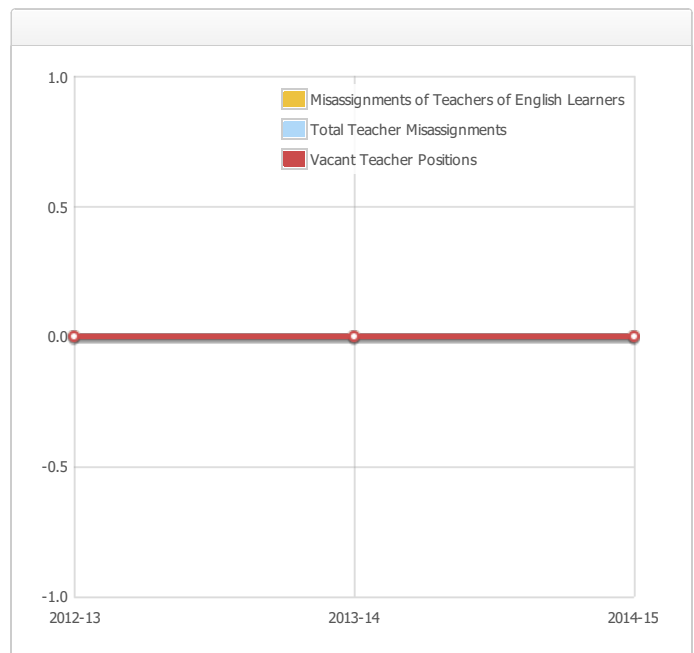
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	96	95	96	110
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/15/2015

#### 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	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.

Last updated: 12/15/2014

**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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

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.

*Last updated: 12/15/2014*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	New textbooks and materials available each year for each student.		0.0
Mathematics	New textbooks and materials available each year for each student.		0.0
Science	New textbooks and materials available each year for each student.		0.0
History-Social Science	New textbooks and materials available each year for each student.		0.0
Foreign Language	New textbooks and materials available each year for each student.		0.0
Health	New textbooks and materials available each year for each student.		0.0
Visual and Performing Arts	New textbooks and materials available each year for each student.		0.0
Science Laboratory Equipment (grades 9-12)	New textbooks and materials available each year for each student.		0.0

*Last updated: 12/15/2014*

**School Facility Conditions and Planned Improvements - Most Recent Year**

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N/A- Ocean Grove is a non-site based Independent Study School.

*Last updated: 12/15/2014*

## 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)	60	61	61	65	68	69	60	59	60

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

Note: 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.

*Last updated: 12/16/2014*

#### 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	69
All Students at the School	61
Male	64
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	70
Filipino	
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	
White	64
Two or More Races	65
Socioeconomically Disadvantaged	46
English Learners	
Students with Disabilities	24
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: 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.

Last updated: 12/16/2014

**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	64%	66%	66%	65%	67%	66%	54%	56%	55%
Mathematics	45%	44%	46%	51%	50%	51%	49%	50%	50%
History-Social Science	43%	52%	51%	52%	54%	58%	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.

Last updated: 12/16/2014

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	4	5	5
Similar Schools	2	2	2

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

Last updated: 12/16/2014

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	0	14	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	14	5
Native Hawaiian or Pacific Islander			
White	-4	21	1
Two or More Races			
Socioeconomically Disadvantaged	7	-14	2
English Learners			
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.

Last updated: 12/16/2014



**Career Technical Education Programs (School Year 2013-14)**

N/A Ocean Grove Charter operates as an independent study school.

*Last updated: 1/23/2015*

**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	13.6
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	3.1

# State Priority: Other Pupil Outcomes

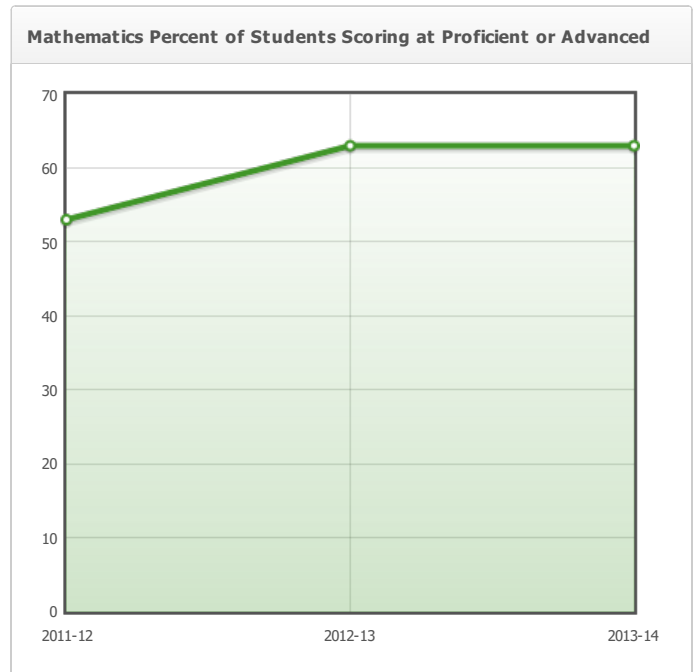
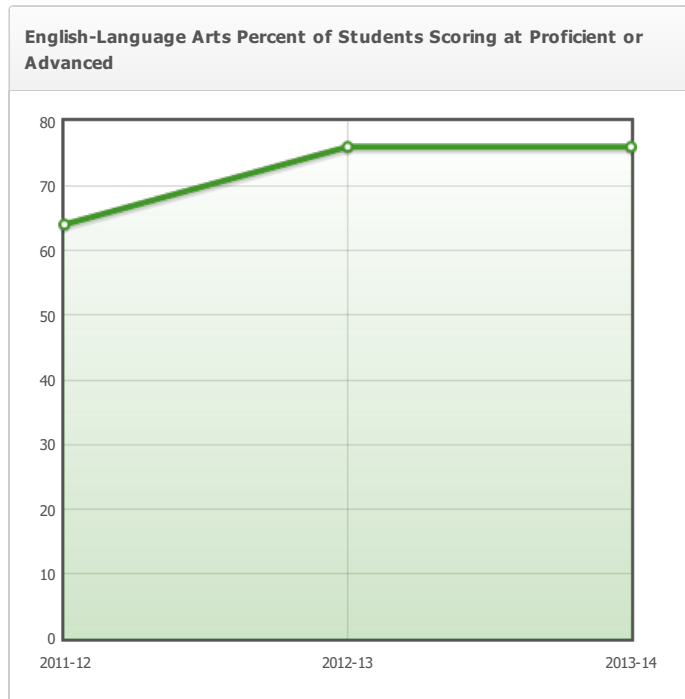
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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 (if applicable)

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	64%	76%	76%	66%	67%	67%	56%	57%	56%
Mathematics	53%	63%	63%	55%	62%	62%	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.



Last updated: 12/16/2014

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

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	33%	25%	42%	38%	39%	24%
All Students at the School	24%	25%	51%	37%	35%	27%
Male	30%	28%	42%	35%	35%	30%
Female	19%	23%	58%	40%	35%	25%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	35%	35%	29%	49%	31%	20%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	21%	19%	60%	34%	30%	36%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	35%	23%	42%	48%	19%	33%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

*Last updated: 12/16/2014*

**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
5	13.3%	29.5%	34.9%
7	16.7%	23.6%	36.8%
9	21.5%	13.8%	40.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/16/2014*

## 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

OGCS parents receive emails from a parent listserv that provides resources such as classes in our various geographic areas, college scholarship opportunities and deadlines, and Group Educational Activities (GEAs). On a GEA students go to local museums, zoos, aquariums...etc. Students have the opportunity to learn cooperatively in a hands-on environment and complete pre and post learning activities that coincide with the activity.

OGCS parents and ESs work together to select vendors that provide physical education classes (such as dance lessons, nutrition classes, swimming lessons... etc.). They also work together to select vendors who will provide group learning experiences such as small group tutoring or classes, music, art, and core subject classes.

Parents participate with the credentialed teacher in the development of the student's educational plan, initially and on an ongoing basis. Parents meet face to face with their Education Specialists at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period.

OGCS Parent Council members meet a minimum of twice per year. The parents are elected to the council and serve as a member for a two year term. Each member of the Parent Council is involved with decisions about the school and its policies. Parent Council members serve on a subcommittee to promote school and student needs. The role of the parent council member is to:

- Uphold the mission of school
- Develop/approve short and long term goals
- Monitor school's performance
- Monitor own performance
- Be involved in the accreditation process
- Serve for a two year term
- Plan to attend all council meetings
- Make suggestions to improve school
- True to school's mission, not personal agenda
- Be positive!

All parents with children enrolled in OGCS have the opportunity to volunteer their time to a council sub-committee.

### State Priority: Pupil Engagement

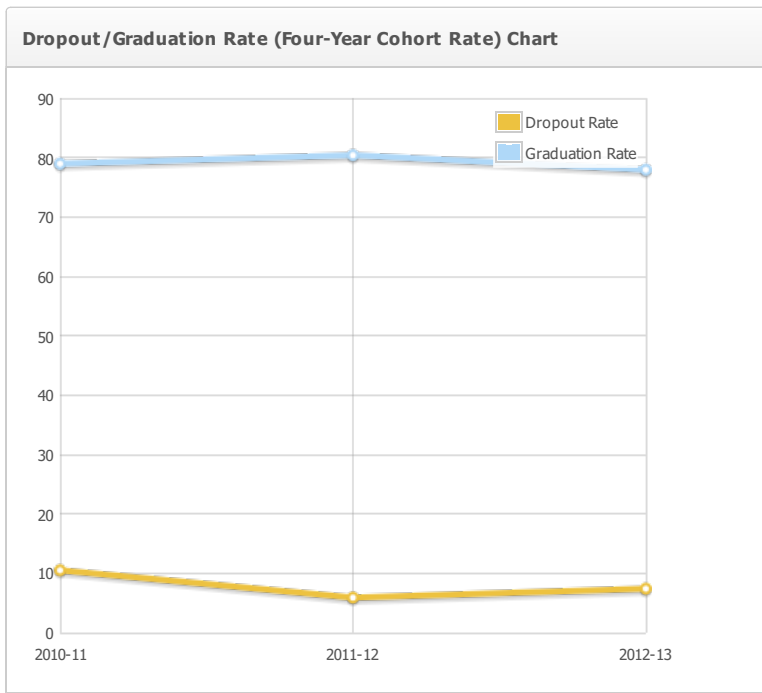
*Last updated: 1/23/2015*

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	10.5	5.9	7.4	2.2	0.6	3.0	14.7	13.1	11.4
Graduation Rate	78.95	80.39	77.94	90.13	96.34	94.42	77.14	78.87	80.44



*Last updated: 12/15/2014*

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	103	96	84
Black or African American	100	100	75
American Indian or Alaska Native		100	77
Asian		50	92
Filipino	100	100	92
Hispanic or Latino	85	91	80
Native Hawaiian or Pacific Islander			84
White	109	97	90
Two or More Races		50	89
Socioeconomically Disadvantaged	80	83	82
English Learners			53
Students with Disabilities	55	61	60

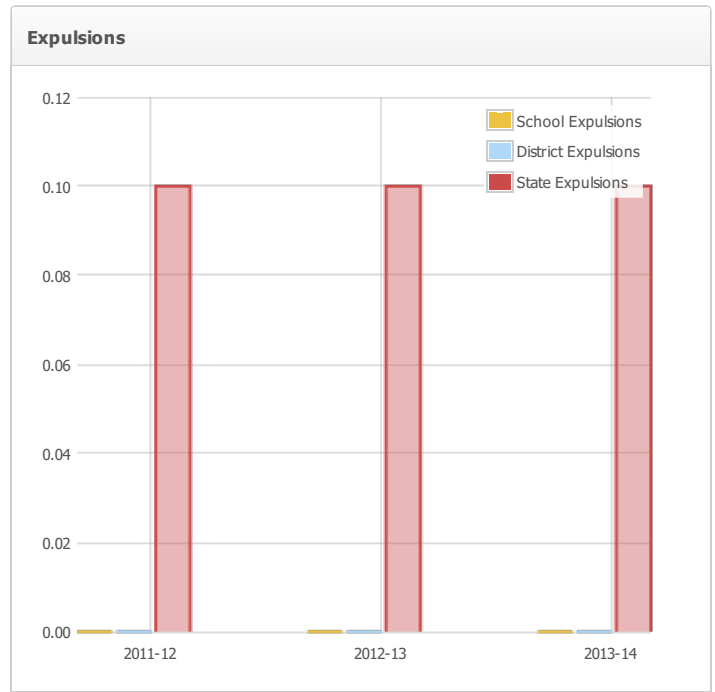
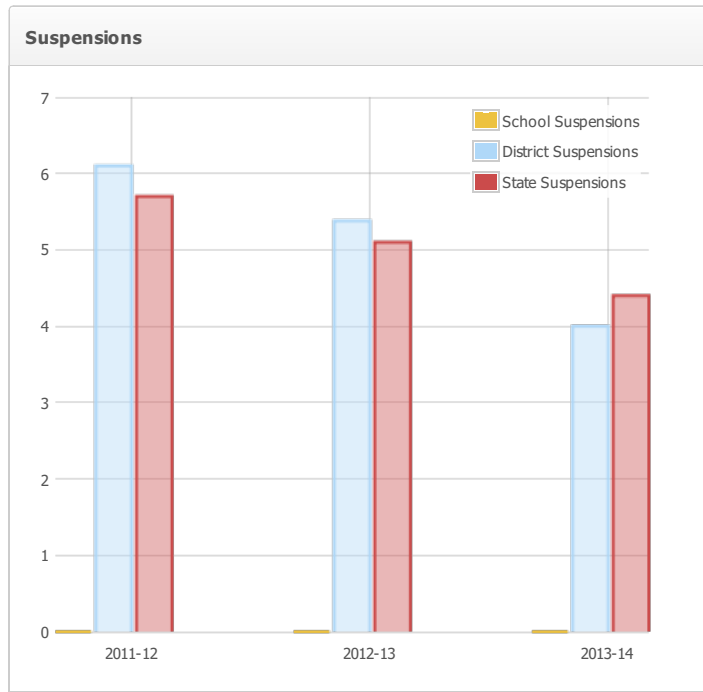
# State Priority: School Climate

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	0.00	0.00	0.00	6.10	5.38	4.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

## School Safety Plan - Most Recent Year

N/A—Ocean Grove Charter School is operated as an Independent Study school.

Last updated: 12/15/2014

## 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	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 12/16/2014*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	20.0%

Note: Cells with NA values 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.

*Last updated: 12/16/2014*



**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	7	1	0	2.0	72		2.0	69			
1	18.1	7	1	0	2.0	84		2.0	72			
2	20.7	3	4	0	2.0	74		3.0	76			
3	18.5	5	1	0	2.0	78		3.0	74			
4	18.0	7	1	0	3.0	75		3.0	74			
5	19.3	4	3	0	2.0	85		2.0	77			
6	14.6	5	0	0	2.0	85		3.0	73			
Other												

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

*Last updated: 12/16/2014*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1.5	187	0	0	2.0	182		1.0	222			
Mathematics	1.5	201	0	0	2.0	182		1.0	207			
Science	1.5	145	0	0	2.0	141		2.0	139			
Social Science	1.4	176	0	0	2.0	202		1.0	218			

\* 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.

*Last updated: 12/16/2014*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	5.0	378.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	N/A

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/23/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6,027	\$00	\$6,027	\$51,033
District	N/A	N/A	\$6,423	\$63,394
Percent Difference – School Site and District	N/A	N/A	6.00%	21.00%
State	N/A	N/A	\$4,690	\$63,037
Percent Difference – School Site and State	N/A	N/A	24.00%	21.00%

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

*Last updated: 1/15/2015*

## Types of Services Funded (Fiscal Year 2013-14)

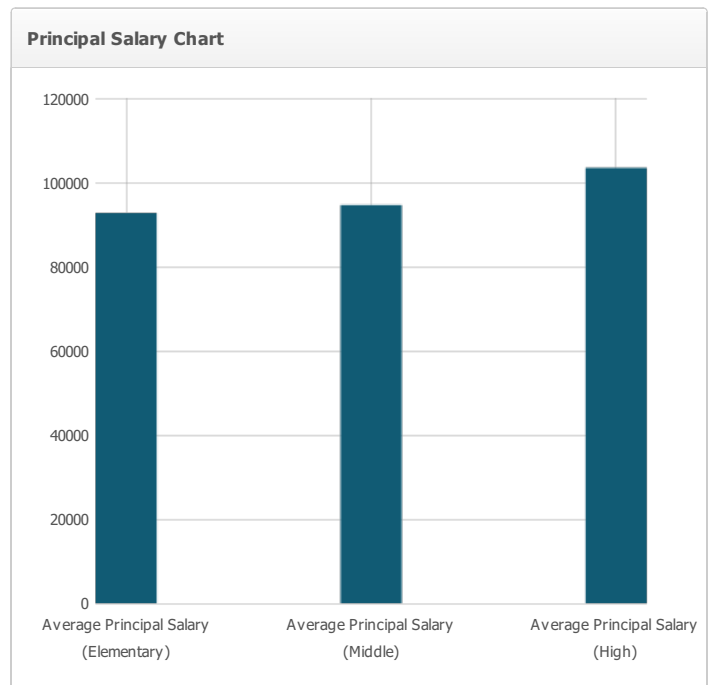
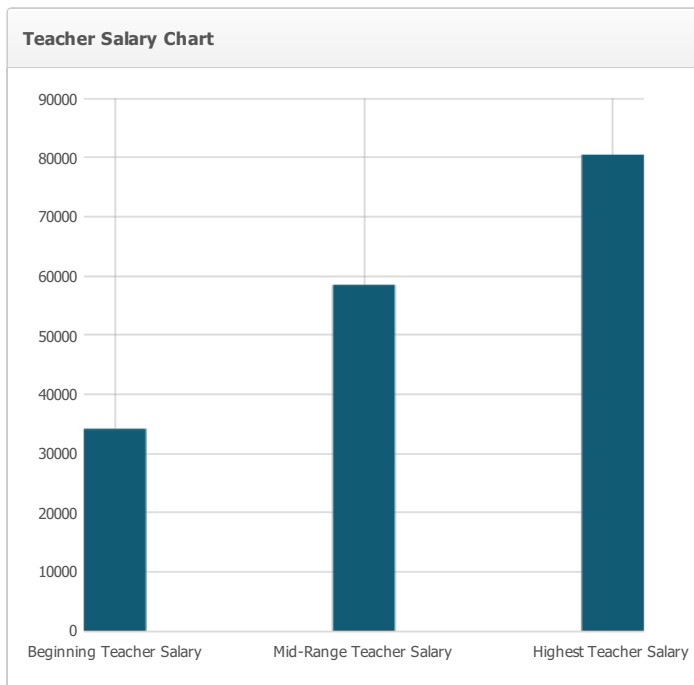
Students are assessed with a local assessment twice per year. Students scoring two or more grade levels below their current grade level on any standard, are eligible for intervention curriculum and classes. Our students and their teachers have different print and online curriculum to choose from. Our intervention students also take online classes with an online tutor, focusing on ELA or Math standards. Our high school intervention students receive weekly tutoring on CAHSEE content and strategies.

*Last updated: 1/20/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,109	\$38,920
Mid-Range Teacher Salary	\$58,436	\$59,803
Highest Teacher Salary	\$80,438	\$78,096
Average Principal Salary (Elementary)	\$92,722	\$95,836
Average Principal Salary (Middle)	\$94,606	\$99,849
Average Principal Salary (High)	\$103,451	\$107,599
Superintendent Salary	\$149,356	\$151,912
Percent of Budget for Teacher Salaries	36.0%	37.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



*Last updated: 12/16/2014*

**Advanced Placement Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	2	0.1

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

\*Where there are student course enrollments.

*Last updated: 12/17/2014*

**Professional Development – Most Recent Three Years**

New Educational Specialists (ESs) are guided through an initial training process which covers all aspects of the job including administrative reporting and procedures, educational philosophies, all assessments required of students, and how to select curriculum that fits individual needs of their students. The ESs demonstrate their knowledge and understanding of these topics by completing training tests within the required time, and by passing those tests with 100% accuracy. The ES also attends in person trainings, individual one-on-one trainings with their advisor and observes veteran ESs at learning record meetings.

An advisor is assigned to each Educational Specialist to interact with them as a mentor and supervisor. The advisor explains the procedures and requirements in further detail, oversees their paperwork, and ensures that they are following set policies and procedures correctly.

Education Specialists attend required monthly professional development meetings with other ESs in their geographical area. Each meeting has a set agenda that informs the ESs of important information, reviews procedures and policies, new and current curriculum choices, teaching strategies and techniques, high school training, and conflict resolution strategies. The agenda also allows for networking time amongst the group on a variety of topics and procedures. There are two all day professional development days that are required for the ES to attend where further trainings on various aspects of the job are presented. Additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web based media.

*Last updated: 1/20/2015*