

Ocean Grove Charter School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Ocean Grove Charter School
Street	4535 Missouri Flat Rd., Ste. 1A
City, State, Zip	Placerville, CA 95667
Phone Number	800-979-4436
Principal	Cynthia Rachel
E-mail Address	crachel@ieminc.org
Web Site	http://www.ogcs.org/
CDS Code	44698070110007

District Contact Information	
District Name	San Lorenzo Valley Unified School District
Phone Number	(831) 336-5194
Superintendent	Dr. Laurie Bruton
E-mail Address	lbruton@slvusd.org
Web Site	http://www.slvusd.org

School Description and Mission Statement (School Year 2018-19)

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) are California credentialed general education teachers who 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 training. 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 2016.

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	246
Grade 1	252
Grade 2	212
Grade 3	187
Grade 4	230
Grade 5	235
Grade 6	227
Grade 7	200
Grade 8	190
Grade 9	124
Grade 10	112
Grade 11	83
Grade 12	96
Total Enrollment	2,394

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.5
Asian	7.6
Filipino	1.0
Hispanic or Latino	22.3
Native Hawaiian or Pacific Islander	0.6
White	49.9
Socioeconomically Disadvantaged	21.7
English Learners	3.7
Students with Disabilities	10.5
Foster Youth	0.2

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	117	115	138	115.4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: January 2019

New textbooks and materials are available each year for every student.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	New textbooks and materials are available each year for every student.		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	New textbooks and materials are available each year for every student.		0
Science	New textbooks and materials are available each year for every student.		0
History-Social Science	New textbooks and materials are available each year for every student.		0
Foreign Language	New textbooks and materials are available each year for every student.		0
Health	New textbooks and materials are available each year for every student.		0
Visual and Performing Arts	New textbooks and materials are available each year for every student.		0
Science Laboratory Equipment (grades 9-12)	New textbooks and materials are available each year for every student.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

N/A: OGCS is a non-site based, independent study school.

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	53.0	57.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	38.0	39.0	41.0	37.0	38.0

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.

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1376	1271	92.37	52.71
Male	689	635	92.16	49.76
Female	687	636	92.58	55.66
Black or African American	14	13	92.86	46.15
American Indian or Alaska Native	--	--	--	--
Asian	113	108	95.58	76.85
Filipino	14	14	100.00	64.29
Hispanic or Latino	301	275	91.36	36.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	681	629	92.36	54.37
Two or More Races	134	124	92.54	55.65
Socioeconomically Disadvantaged	206	190	92.23	43.16
English Learners	79	70	88.61	32.86
Students with Disabilities	172	152	88.37	19.74

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,378	1,269	92.09	37.88
Male	689	635	92.16	42.27
Female	689	634	92.02	33.49
Black or African American	14	14	100	14.29
American Indian or Alaska Native	--	--	--	--
Asian	113	108	95.58	71.3
Filipino	14	14	100	35.71
Hispanic or Latino	301	274	91.03	19.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	683	631	92.39	36.88
Two or More Races	134	122	91.04	46.72
Socioeconomically Disadvantaged	206	186	90.29	23.66
English Learners	79	71	89.87	30.99
Students with Disabilities	174	155	89.08	18.71

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

As an independent study charter school, it is challenging to offer CTE programs in our schools and our CTE program is still under development. We have partnered with Brighton College, a private, online CTE college to offer 11 career pathways with certification exams at the end of the pathway. We also work with Drone University to offer a pathway to certification. Additionally, we have IEM written courses in child development and fashion design. Further, we work with 7 additional online curriculum vendors to offer CTE courses (not a full pathway). These vendors are: Accelerate, APEX, K12, Advanced Academics (Connections), Silicon Valley High and Schmoop. Finally, we offer a wide variety of career exploration (pre-CTE) courses through eDynamic Learning. These courses have been very popular with our students.

Working with UCCL, we created an integrated class: Fashion Forward World History. This is an honors course that integrated fashion design with world history. Our Brighton College and other online courses support academic learning as many pathways have math and science components. All have reading and writing components. In the case of Brighton, students are paired with a learning success coach who identifies academic issues and helps to create an academic success plan for each individual student. Additionally, we are working on CTE graduation pathways for students who want to focus on CTE certification as part of their graduation process.

Some of our most popular courses are with eDynamic Learning. These courses are generally 1 semester in length and introduce the student to a specific career. We presently offer courses that introduce 14 career clusters and 64 separate careers. When a student is interested, they may, in many cases, continue their study on a career pathway through Brighton, Drone University, or one of our other online vendors.

In our independent study charter school, we offer a broad variety of courses, each with their own set of measurable outcomes. In general, we evaluate the program and class effectiveness by reviewing: the course student learning surveys, CAASPP results, and parent and student satisfaction surveys (we review the needs of our students via a student and parent survey annually at a minimum.) We also calculate the number of students passing certification exams once they finish their course or course pathway. Our CTE program is still under development and we do not yet have a CTE advisory committee.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	140
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	8.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	7.1

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.9	22.4	34.2
7	13.3	27.1	32.5
9	16.1	28.2	31.5

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 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 2018-19)

OGCS parents receive regular emails from a parent listserv group that provide information on available resources such as: classes in various geographic areas, college scholarship information, high school planning, curriculum information, parent training/webinar opportunities, opportunities to participate in field trips and more. During a field trip, students may go to local museums, zoos, aquariums, or other educational venues. 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 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 via teleconference a minimum of twice per year. The parents are elected to the council and serve as a member for a two-year term. The function of the Parent Council is to two-fold: to provide feedback and advice to IEM regarding OGCS students' and parents' home-based independent study experiences and concerns, as well as suggestions and ideas for improving the parents' and the school's educational programs; and to uphold the mission of the school and contribute to the success of OGCS. Parent Council members serve on a subcommittee to promote school and student needs. All parents with children enrolled in OGCS have the opportunity to volunteer their time to a council sub-committee. The role of the parent council member is to:

- Uphold the mission of the school
- Develop/approve short and long-term goals
- Monitor the 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 the school
- Be true to the school's mission, not a personal agenda
- Be positive

In addition, OGCS has a Governing Board consisting of five members of the Parent Council which were appointed by IEM and approved by the Parent Council. All vacant seats on the Governing Board are filled by Parent Council members appointed by IEM and serve until permanent members are approved by the Parent Council. The function of the Governing Board is to review and approve all policies or other matters that require Governing Board approval, or any other matter as directed or requested by IEM. The term of office for Governing Board members is one year pursuant to bylaws consistent with this charter.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	9.9	5.3	7.1	0.0	1.2	2.1	10.7	9.7	9.1
Graduation Rate	87.7	87.2	78.6	96.8	96.9	92.1	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	89.7	96.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	66.7	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	96.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	82.9	95.0	92.1
Two or More Races	100.0	94.1	91.2
Socioeconomically Disadvantaged	96.8	100.0	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	88.9	92.0	67.1
Foster Youth	0.0	0.0	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	1.5	2.2	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

N/A: OGCS has no school owned facilities that students attend. OGCS is an independent study model and does not operate any school learning centers.

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 (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	2.0	217			1.0	245			1.0	281				
Mathematics	2.0	187	1		2.0	201	1		1.0	287				
Science	2.0	107			2.0	159			1.0	199				
Social Science	2.0	186			2.0	220			1.0	270				

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	443
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	3.97	N/A
Resource Specialist (non-teaching)	7.18	N/A
Other	1.74	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,940.00	\$0	\$7,940.00	\$47,683.27
District	N/A	N/A	\$5,274	\$69,006
Percent Difference: School Site and District	N/A	N/A	40.4	-36.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	10.8	-39.8

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 2017-18)

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 or tutoring. Our students and their teachers have different print and online intervention curriculum options to choose from. Our intervention students may also work with an online tutoring vendor or work with an in-person tutor, focusing on ELA or Math standards. During the 2017-2018 school year, students have access (at no cost) to the following school sponsored online managed licenses (OMLs): BrainPop, i-Ready, Lynda.com and Discovery Education Streaming.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,480	\$45,681
Mid-Range Teacher Salary	\$64,213	\$70,601
Highest Teacher Salary	\$88,389	\$89,337
Average Principal Salary (Elementary)	\$103,331	\$110,053
Average Principal Salary (Middle)	\$110,174	\$115,224
Average Principal Salary (High)	\$124,165	\$124,876
Superintendent Salary	\$194,014	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
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/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All courses	4	.2

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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 a curriculum that fits individual needs of their students. They also observe a learning record meeting of a veteran ES. 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 new ESs also attend monthly new ES training seminars for their first year on the job. 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.

In 2016-2018, ESs attended required monthly professional development meetings with other ESs in their geographical area. Each meeting had 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 allowed for networking time amongst the group on a variety of topics and procedures. Additionally, each ES completed monthly professional development hours on a topic of their choice that relates to their annual goals. These were reported upon at the monthly meetings.

There is a one-day professional development training day that occurs before the start of the school year which all staff must attend. Additionally, all staff attend 4 half-day in-person trainings presented on a variety of relevant topics from each academic department pertaining to the identified schoolwide area of focus. These training opportunities are offered in the ESs geographic area. Throughout the year, additional training opportunities are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web-based media. This policy allows the school and ESs to receive timely and relevant training in areas of need as they arise throughout the year.

The primary areas of focus for professional development are selected annually after reviewing several sources of data collected focusing on student achievement including CAASPP test results and i-Ready testing results. In 2015-16, the Curricula & i-Ready Outcomes Studies was created, and the Student Learning Survey, which is administered annually to evaluate key learning strategies, focused on collecting data about student performance in math and ELA. This data was analyzed and discussed over the course of the 2016-17 year. Based on that data, 2017-18 professional development focused on the implementation of a Writing Initiative. Additionally, in 2018, an Academic Support Survey was completed by ESs to gather information about the needs of our students and resulted in the implementation of the Math Initiative for 2018-19. Both the Writing Initiative and the Math Initiative had a professional development focus on curriculum, instructional strategies, and intervention strategies to improve student performance in those content areas.

Special Education teachers engage in monthly department training opportunities with a wide variety of topics ranging from specific types of strategies for specific disabilities to training on legal issues to ensure compliance with federal and state laws. Special Education teachers attend the "all staff" meeting as well as participate in an 8-hour training in August to ensure that they are continuing to develop as Special Education teachers.