

# Sky Mountain Charter School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Sky Mountain Charter School
<b>Street</b>	4535 Missouri Flat Rd., Ste. 1A
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	800-979-4436
<b>Principal</b>	Burke Wallace
<b>Email Address</b>	bwallace@ieminc.org
<b>Website</b>	www.skymountaincs.org
<b>County-District-School (CDS) Code</b>	36750510115089

Entity	Contact Information
<b>District Name</b>	Sky Mountain Charter School
<b>Phone Number</b>	(760) 248-6108
<b>Superintendent</b>	Peter Livingston
<b>Email Address</b>	peter_livingston@lucernevalleyusd.org
<b>Website</b>	<a href="http://www.lvsd.k12.ca.us">http://www.lvsd.k12.ca.us</a>

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

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About Sky Mountain Charter:

Sky Mountain Charter School (SMCS) opened in the fall of the 2007/2008 school year when many families were looking for a more personalized alternative to a traditional public school setting. SMCS is an independent Charter School authorized by the Lucerne Valley School District in San Bernardino County and serves approximately 1900 students TK-12th grade. 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. Sky Mountain values the role of the parent in the education of their children and we develop a personalized learning plan for every student that captures their interest and ability. We strive to create a positive learning experience by fostering a student’s natural interests and abilities, promoting and strengthening their capacity to learn that preserves one’s innate passion for learning.

Sky Mountain Education 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 achievement 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. Sky Mountain Charter School was granted WASC accreditation in 2008, received a six-year renewal in 2012 and another six-year renewal in 2018.

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 2018-19)

Grade Level	Number of Students
Kindergarten	144
Grade 1	128
Grade 2	114
Grade 3	116
Grade 4	143
Grade 5	141
Grade 6	162
Grade 7	179
Grade 8	173
Grade 9	126
Grade 10	114
Grade 11	100
Grade 12	70
<b>Total Enrollment</b>	<b>1,710</b>

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

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.3
Asian	4.2
Filipino	1.5
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	0.1
White	45
Two or More Races	8
Socioeconomically Disadvantaged	29.5
English Learners	1.7
Students with Disabilities	8.7
Foster Youth	0.1
Homeless	1.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	101	95	78	38
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

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

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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	39	34	37	50	50
Mathematics (grades 3-8 and 11)	24	23	18	20	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1072	988	92.16	7.84	38.97
Male	550	505	91.82	8.18	34.26
Female	522	483	92.53	7.47	43.89
Black or African American	45	41	91.11	8.89	17.07
American Indian or Alaska Native	--	--	--	--	--
Asian	37	36	97.30	2.70	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	326	313	96.01	3.99	28.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	488	442	90.57	9.43	42.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	82	76	92.68	7.32	59.21
Socioeconomically Disadvantaged	332	307	92.47	7.53	31.60
English Learners	26	25	96.15	3.85	28.00
Students with Disabilities	126	116	92.06	7.94	20.69
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	53.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1072	989	92.26	7.74	23.48
Male	550	505	91.82	8.18	25.60
Female	522	484	92.72	7.28	21.28
Black or African American	45	40	88.89	11.11	5.00
American Indian or Alaska Native	--	--	--	--	--
Asian	37	36	97.30	2.70	61.11
Filipino	--	--	--	--	--
Hispanic or Latino	326	314	96.32	3.68	16.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	488	440	90.16	9.84	24.09
Two or More Races	82	78	95.12	4.88	41.03
Socioeconomically Disadvantaged	332	305	91.87	8.13	13.77
English Learners	26	25	96.15	3.85	16.00
Students with Disabilities	126	117	92.86	7.14	12.07
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	40.00

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

As an independent study charter school, it is challenging to offer CTE programs in our schools and our CTE program is still under development. In 2018-19, we partnered with Brighton College, a private, online CTE college to offer 11 career pathways with certification exams at the end of the pathway. 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. Finally, we are working with our local community colleges to complete pathways begun at the high school level.

In 2018-19, working with UCCI, 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. Edynamic Learning also has academic courses within their pathways including English and science classes. 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 the introductory courses 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, eDynamic Learning or one of our other online vendors. Students of all abilities have proven success with our eDynamic courses.

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	98
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	12.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	24.53

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.3	23.7	27.3
7	21.3	20.2	30.3
9	21.8	28.2	27.4

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



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

At Sky Mountain Charter School, parents are involved in the daily learning of their children. Parental involvement is strong in our model of education. Additionally, SMCS parents receive regular emails from a parent listserv group that provides information on available resources, trainings, opportunities, etc. Parents and credentialed teachers work together to select vendors who will provide academic support and supplemental hands-on learning opportunities including but not limited to small group tutoring or classes, music, art, PE, 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 credentialed teacher at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period.

All parents have the opportunity to be on our Parent Council or to attend the meetings. SMCS Parent Council members are elected for a two-year term and meet via teleconference a minimum of twice per year. The function of the Parent Council is to two-fold: to provide feedback and advice to IEM regarding 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 the school.

In addition, the school 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 the 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. Parents of EL students have access to an EL Coordinator and are able to provide input into decisions related to English language acquisition.

### 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	0	12.1	14.5	10.6	19.7	9.7	9.1	9.6
Graduation Rate	100	80.6	79.3	72.6	21.5	24	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.1	0.0	4.0	1.5	1.1	3.6	3.5	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 2019-20)

The school safety plan was completed by March 1, 2019, as required by law. It can be found on our website at:

<https://skymountaincs.org/sm-about/sm-schooldocuments/sm-school-policies#safety>

The safety plan was last reviewed in December 2019 and no updates were needed. As a non-site based charter school with no school-owned buildings that students attend, the school safety plan was completed appropriately for our setting. The safety plan is primarily composed of school policies which the school already had in place to ensure student safety. Community resources and general emergency disaster procedures are included in the safety plan.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2016-17	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+
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.

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

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	2	99			2	205			2	250		
Mathematics	2	110			1	179			2	243		
Science	2	68			2	128			2	178		
Social Science	2	104			2	172			2	214		

\*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.

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

Title	Ratio
Academic Counselors*	1 to 428

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	3.75
Other	.125

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,125.47	\$820.04	\$7,305.43	\$49,750
District	N/A	N/A	\$8,713	\$74,669.00
Percent Difference - School Site and District	N/A	N/A	-17.6	-40.1
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-2.7	-26.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Students are assessed with a local assessment twice per year. In 2018-19, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention curriculum or tutoring. Our students and their teachers have a variety of 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 2018-2019 school year, students had access (at no cost) to the following school-sponsored online managed licenses (OMLs): Brain Pop, Discovery Ed, Enchanted Learning, iReady, Lynda (7th-12th).

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,528	\$43,574
Mid-Range Teacher Salary	\$72,576	\$63,243
Highest Teacher Salary	\$92,863	\$86,896
Average Principal Salary (Elementary)	\$117,872	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$118,276	\$108,954
Superintendent Salary	\$139,050	\$136,125
Percent of Budget for Teacher Salaries	26%	30%
Percent of Budget for Administrative Salaries	5%	6%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	4	N/A
All courses	15	0.8

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	15	9

Every year starts out with a day long training that occurs before the start of the school year. All certificated staff must attend this training where the theme for the year as well as updates are provided. Prior years' student achievement data is discussed.

In 2017-2018, Education Specialists (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 duties, procedures, and trainings. 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. Educator Effectiveness Funding was used to provide professional development conferences to certificated staff based on their employee goals for the year.

In 2018-2019 ESs attended four partial-day in-person professional development trainings presented on a variety of relevant topics from each academic department pertaining to the identified school-wide area of focus. Additionally, they attended three partial-day online professional development trainings with the same cohort of teachers. These seven cohort meetings allow the school and ESs to receive timely and relevant training in areas of need as they arise throughout the year. Additionally, staff attended monthly online staff meetings where they discuss important duties, procedures, and trainings. Title II Funding was used to provide professional development conferences to certificated staff based on their employee goals for the year.

In 2019-2020 ESs will attend three in-person cohort meetings and five online staff meetings. Each of these times has been lengthened from the previous year and they are spread out so that one professional development training occurs each month of the school year. This allows ongoing and timely support and training to our educational staff. Additionally, each educator is required to fulfill 17 hours of personalized professional development training based on their employee goals for 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. Based on survey data, the 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 and 2019-20. 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.

New Educational Specialists (ESs) are guided through a year long training process that covers all aspects of their job as personalized learning independent study teachers. They also observe a learning record meeting of a veteran ES. 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.

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.