

# Success One Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Success One Charter School
<b>Street</b>	451 South Villa Avenue
<b>City, State, Zip</b>	Willows, California
<b>Phone Number</b>	530 934-6320
<b>Principal</b>	Jhan Dunn
<b>E-mail Address</b>	<a href="mailto:jdunn@glenncoe.org">jdunn@glenncoe.org</a>
<b>Web Site</b>	<a href="http://www.glenncoe.org">http://www.glenncoe.org</a>
<b>CDS Code</b>	11-10116-0130724

<b>District Contact Information</b>	
<b>District Name</b>	Success One - GCOE
<b>Phone Number</b>	530 934-6575
<b>Superintendent</b>	Tracey Quarne
<b>E-mail Address</b>	traceyquarne@glenncoe.org
<b>Web Site</b>	<a href="http://www.glenncoe.org">http://www.glenncoe.org</a>

### School Description and Mission Statement (School Year 2016-17)

Success One! is an adult charter high school serving students aged 18 years and over who have not completed an high school diploma or a high school equivalency certificate. Success one! is a dependent charter of Glenn County Office of Education. Success One! has been established to meet the need for a career focused adult education program that can be individualized to meet the needs of a rural county community. Our school seeks to provide a program designed to meet the needs of: adults involved in the Public Safety Realignment (AB109); adults qualified for the federal Workforce Investment Opportunity Act program (WIOA), including but not limited to: out of school youth, job seekers, laid-off workers, displaced homemakers, new entrants into the workforce, veterans and persons with disabilities.

The Success One! mission is to develop literate, educated thinkers who: respect themselves and others; pursue knowledge, apply facts and theories to solve problems; participate productively in the economy and their communities; become motivated and are able to learn for a lifetime; and who are employable in today's workplace. The Success One! vision is to: tailor education programs to meet each students needs, taking into account individual learning modalities; assess students on an ongoing basis; hire, support, and continuously train quality teachers and staff; work closely with students and county partners to assure full support for student success; and establish staff accountability for producing positive outcomes. Success One! goals include but are not limited to: providing a rigorous standards based program of study; developing an individual learning plan for each student; employing innovative instructors and staff, utilizing real-time assessment instruments to measure student needs and progress; utilizing technology to deliver instruction as well as offering students a menu of learning opportunities including independent study, distance learning, service learning, classroom and field assignments; integrating high school educational goals with job preparation; and monitoring student competencies to reward achievement and correct deficiencies.

Success One! is now in it's third year of operation and continues to grow as an educational institution. The past two years we have experienced a 20% growth rate each year and have been able to add new staff members, added course offerings, and new career oriented programs of study. We continue to provide our students with individualized learning plans and to work with our partners around the county to assure complete support of our students as they move toward completing their academic programs and career goals.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	12
<b>Grade 10</b>	9
<b>Grade 11</b>	13
<b>Grade 12</b>	43
<b>Total Enrollment</b>	77

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	6.5
Asian	1.3
Filipino	0
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0
White	27.3
Two or More Races	1.3
Socioeconomically Disadvantaged	93.5
English Learners	33.8
Students with Disabilities	1.3
Foster Youth	2.6

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	4	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	93.3	6.7
<b>High-Poverty Schools in District</b>	92.7	7.3
<b>Low-Poverty Schools in District</b>	100.0	0.0

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** November 2016

The most recent textbook adoption for Success One! took place in November 2016. At that time Common Core materials in Math were added along with additional reading selections for our Character Based Literacy program.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Character Based Literacy www.scu.edu/character 2013 Updated adoption 2016 Write Ahead Great Source Education 2004 Adopted 2015 English Essentials Townsend Press 2015 Adopted 2015	Yes	0
<b>Mathematics</b>	Common Core Achieve Mc Graw Hill 2015 All adopted 2015 Algebra I Mc Graw Hill 2008 Algebra II Glencoe Mc Graw Hill 2008 Core Connections Integrated I 2014 CPM Educational Core Connections Integrated II 2014 CPM Educational  Math Sense 1, 2, 3 New Readers Press 2013 All adopted 2016 Core Connections Integrated III 2014 CPM Educational 2014	Yes	0
<b>Science</b>	Biology Holt 2007 Earth Science Holt 2007 All adopted 2015 Chemistry Holt 2007 Physics Holt 2007	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	World Geography Glencoe/McGraw Hill 2005 All adopted 2015 World Geography and Cultures Hill 2008 Mc Graw U.S. History AGS 2005 U.S. History: The Americans Holt Mc Dougal 2015 All adopted 2015 U.S. History: The Americans McDougal Littell/Houghton Mifflin 2007 United States Government: Democracy in Action Glencoe/McGraw Hill 2008 World History Pearson AGS Globe 2008 World History: Modern Times Glencoe/McGraw Hill 2006 Economics: Today and Tomorrow Mc Graw Hill 2008 Economics: Principles and Practices Glencoe/McGraw Hill 2005	Yes	0
<b>Foreign Language</b>	Rosetta Stone Spanish Adopted 2015	Yes	0
<b>Health</b>	Lifetime Health Holt 2007 Adopted 2015	Yes	0
<b>Visual and Performing Arts</b>	Art in Focus Glencoe/ McGraw Hill 2006 Adopted 2015	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Non classroom based curriculum. Online lab experience through Odysseyware. Adopted 2015	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Success One! is primarily housed in a county office of education building, Learning Center South (LCS) that is ten years old. Other facilities where instruction may take place include the Glenn County Jail; the Community Recovery and Wellness Center (CRWC), a secured facility, located at 1187 E. South St. Orland, CA 95963; and the Career Technical Education Center (CTEC North) located in the Stony Creek Mall at 1040 South St. Orland, CA 95963. Glenn County makes regular facility inspections of the Glenn County Jail and the Community Recovery and Wellness Center. The Stony Creek Mall site (CTEC North) is inspected by the owner. Learning Center South is regularly inspected by Glenn County Office of Education facilities staff.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Classrooms A,B,C & D: Ants appear seasonally due to Pre-school serving juice and fruit. Pre-school & Day Care: Ants appear seasonally due to Pre-school serving juice and fruit.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/11/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	0	20	33	39	44	48
<b>Mathematics</b>	0		25	30	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	35	6	17.1	20.0
Male	11	18	3	16.7	
Female	11	17	3	17.6	33.3
Hispanic or Latino	11	22	3	13.6	
White	11	12	3	25.0	33.3
Socioeconomically Disadvantaged	11	29	5	17.2	25.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	35	6	17.1	
Male	11	18	3	16.7	
Female	11	17	3	17.6	
Hispanic or Latino	11	22	3	13.6	
White	11	12	3	25.0	
Socioeconomically Disadvantaged	11	29	5	17.2	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>		--			52	42		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	20	3	15.0	
<b>Female</b>	15	2	13.3	
<b>Hispanic or Latino</b>	11	2	18.2	
<b>Socioeconomically Disadvantaged</b>	17	3	17.7	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### Career Technical Education Programs (School Year 2015-16)

Success One! is currently in the process of creating pathway programs of study in Musical Careers and Entrepreneurship, ICT and Health. We offer entry level courses in each pathway. The school also offers other Career Technical Education courses through Odysseyware along with Career Planning and Preparation workshops each year. Students are encouraged to attend local area career fairs and expo's each year.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	1
<b>% of pupils completing a CTE program and earning a high school diploma</b>	0
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

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

UC/CSU Course Measure	Percent
<b>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	87.04
<b>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	



### 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 physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Success One! is a grades 9 through 12 charter school developed for adults. All of our students are over 18 years of age. Success One! provides a variety of opportunities for involvement of our students and their families such as: students may be elected to represent the student body on the school's advisory board; assisting in planning and taking part in our various career and academic preparation workshops and attending other extra curricular school activities. Additionally, students are surveyed on a regular basis regarding their: needs for new course offerings, necessity for career or academic workshops, desires for school activities and overall satisfaction with instructional methods and materials. Success One! activities and opportunities for involvement are advertised through on-site fliers, teacher announcements, Facebook posts and on the events page of the Glenn Gazette newspaper.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate			16.90			16.90	11.40	11.50	10.70
Graduation Rate			77.24			77.24	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	71	73	86
Black or African American	0	58	78
American Indian or Alaska Native	0	25	78
Asian	0	50	93
Filipino	0	0	93
Hispanic or Latino	63	90	83
Native Hawaiian/Pacific Islander	0	50	85
White	100	73	91
Two or More Races	33	80	89
Socioeconomically Disadvantaged	0	55	66
English Learners	33	45	54
Students with Disabilities	45	60	78

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	4.9	0.8	1.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The school safety plan is updated annually (most recently, October 2016) and discussed with the faculty each year in the fall. The plan includes fire and evacuation procedures, lock down, natural disasters, traumatic events, power outages, chemical accidents, civil disturbances, earthquakes, and bomb threats. Teachers and students are informed of and practice safety procedures on a regular basis.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

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

Subject	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	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				3	8			4	8					
Mathematics				2	5			2	8					
Science				3	8			3	8					
Social Science				4	11			4	8					

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	95
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0.1	N/A
Other	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	
Percent Difference: School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2015-16)

Glenn County Office of Education is our provider of special education, ELD and supplemental developmental education services. School services include one on one instructional services with an instructional aide. Students have full use of iPad's, Chrome-books, laptops and desktop computers while at school sites. Supplemental basic skills, career planning and college preparation workshops are provided on site on a rotating basis throughout the school year.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	5	N/A
All courses	7	0

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)**

Success One! has continued its focus on staff development for all teachers. Professional development days focused on Common Core standards, Mathematics and Writing, through conferences and workshops. Conferences on independent study, charter school requirements, and instructional strategies are attended annually. Achievement and benchmark data is reviewed on an on-going basis throughout each school year. Academic goals for each student are reviewed and updated each year.

All five of our current instructors have attended day long, countywide, professional development days focused on Common Core standards and the use of technology in the classroom. Other professional development workshops attended have concentrated on regulations and instructional methods related to independent study students, use of technology in the classroom, ELD strategies and use of assessment data. Instructors have all received a full day of On Course training. Other activities have included day long Character Based Learning training activities and California ELD Standards training. Teachers currently receive individual on-going mentoring in the use of technology in the classroom as well as in the use of new texts and materials. Faculty meetings also provide information and peer to peer instruction regarding one on one teaching methods and new instructional resources.