

Rite of Passage Charter High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Rite of Passage Charter High School
Street	2560 Business Parkway
City, State, Zip	Minden NV 89423
Phone Number	775.267.9411
Principal	John Fry
E-mail Address	jfry@edcoe.org
Web Site	www.edcoe.org
Grades Served	9-12
CDS Code	09100900930131

District Contact Information	
District Name	El Dorado County Office of Education
Phone Number	530.622.7130
Superintendent	Jeremy Meyers
E-mail Address	gmarchini@edcoe.org
Web Site	www.edcoe.org

School Description and Mission Statement (Most Recent Year)

Rite of Passage Charter High School exclusively serves students in grades 9 – 12 residing in therapeutic foster group homes operated by Rite of Passage Athletic Training Centers and Schools (ROPATCS), a private, non-profit corporation. The school has programs on three campuses: Sierra Ridge in California, Sierra Sage Academy in Nevada and Qualifying House in Nevada. Rite of Passage specializes in treating adjudicated young men and women who have a history of failure in multiple prior placements.

In July, 2015 Silver State Academy was renamed Sierra Sage Academy and reconfigured to accommodate the growing need to support abused and trafficked girls who are caught up in the juvenile justice system. Placing agencies are using Sierra Sage Academy as a program option, projected school enrollment will be 24 students by January 1, 2016. This female programming model will enable some girls to transition to the Qualifying House program in Minden to be a part of the female program that was added to this campus two years ago. Male students at Qualifying House can transition from Sierra Ridge Academy as part of their overall case plan. The female students currently at Qualifying House at this time are direct placements from other agencies.

The school program at each site provides academic and vocational training to help students acquire the skills necessary to become productive, contributing members of society. In addition, students participate in interscholastic athletic competition, extensive social skills training programs and specialized therapy. Due to the nature of the foster group home, the school operates 251 days a year and is open entry/open exit. Students enroll and are withdrawn based on treatment decisions and not exclusively on school-related factors. The school seeks to extend each individual student’s academic and vocational skills based on their unique needs and length of stay in the program. The school, although a charter school, is WASC accredited and meets all requirements for a diploma in California.

Vision Statement

At Rite of Passage Charter High School, we believe that all students can and will succeed.

Mission Statement

The mission of the Rite of Passage Charter High School (ROPCHS) is to provide a meaningful and measurable learning experience for students who have not been successful in traditional school settings. ROPCHS is specifically designed for students who have not experienced academic success and/or may have exhibited behavior problems in prior placement(s). ROPCHS is committed to providing a positive, student centered, safe, and academically comprehensive program that is sensitive to the varied learning styles of all students. We believe all students can succeed.

ROPCHS offers an individualized educational program that includes academics, counseling, service learning projects and work readiness training. Our goal is to empower our students to become productive, confident, active and contributing members of their communities and to take control of their own lives.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
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Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
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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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	16	14	14	70
Without Full Credential	0	3	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	4	1
Total Teacher Misassignments *	0	0	1
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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

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 2015-16)

Year and month in which data were collected: 09/10/15

At Rite of Passage Charter High School, students arrive from different schools with a variety of levels of readiness and needs in terms of credits for a high school diploma. For this reason, all sites use a variety of curricular resources to meet the needs of each individual student. Materials are aligned with the California Contents Standards. The programs are in the process of reviewing new materials to be better aligned with the Common Core State Standards. Odysseyware and other resources are being piloted in the 2015-16 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Elements of Language Arts, 2nd Course (2007); Holt Literature, 3rd Course (2003)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McDougal-Littel Algebra 1 (2001); McDougal-Littel Algebra/Trigonometry (1997); McDougal-Littel Geometry (2003); McDougal-Littel Pre-Algebra (2005)	Yes	0%
Science	Prentice-Hall Exploring Life Science (2001); Prentice-Hall Exploring Physical Science (2001); AGS General Science (2007)	Yes	0%
History/Social Science	Access World History (2005); Prentice-Hall American Government (2002); Prentice-Hall America-Pathways to the Present (2005); Prentice-Hall Connection of Today (2005); Prentice-Hall Economics (2003)	Yes	0%
Foreign Language	NA	Yes	0%
Health	Prentice-Hall Skills for Wellness (2001)	Yes	0%
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA		

School Facility Conditions and Planned Improvements (Most Recent Year)

The schools operate exclusively in facilities that are owned and maintained by Rite of Passage. The sites are inspected throughout the year and annually by all the agencies that place students in the facility to ensure conditions meet licensing requirements for residential group homes. One campus in Nevada is located on tribal land and it is additionally inspected by federal agencies on a bi-yearly basis. All classrooms and offices meet or exceed all current standards. The California campus is an older facility and ROP is planning a significant update to the facilities within the next two years. At all sites, a number of vocational programs require a focus on safety regulations and these have recently passed rigorous safety inspections by outside agencies. All buildings are regularly inspected and maintained creating a pleasant and safe work environment for all.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/01/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer system and mechanical are inspected regularly and meet standards.
Interior: Interior Surfaces	X			Graffiti is promptly removed and walls are painted on a regular schedule.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The buildings and facilities are cleaned on a regular schedule. The school is pest and vermin free.
Electrical: Electrical	X			The electrical was completely upgraded in the new building and remodeling and meets or exceeds needs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Restrooms are clean and well maintained.
Safety: Fire Safety, Hazardous Materials	X			All hazardous materials are stored to standard and inspected regularly for compliance.
Structural: Structural Damage, Roofs	X			Structures are maintained and repaired immediately.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/01/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The grounds are well landscaped and attractive. The building exteriors are well maintained and promptly repaired.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/01/2015				
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)			
Mathematics (grades 3-8 and 11)			

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	All*	30	24	80.0	71	17	0	0
	11	30	24	80.0	71	17	0	0
Male	All*	30	22	73.3	68	18	0	0
	11	30	22	73.3	68	18	0	0
Female	All*	30	2	6.7	*	*	*	*
	11	30	2	6.7	*	*	*	*
Black or African American	All*	30	9	30.0	*	*	*	*
	11	30	9	30.0	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	All*	30	11	36.7	82	9	0	0
	11	30	11	36.7	82	9	0	0
White	All*	30	4	13.3	*	*	*	*
	11	30	4	13.3	*	*	*	*
Socioeconomically Disadvantaged	All*	30	23	76.7	70	17	0	0
	11	30	23	76.7	70	17	0	0
English Learners	All*	30	4	13.3	*	*	*	*
	11	30	4	13.3	*	*	*	*
Students with Disabilities	All*	30	7	23.3	*	*	*	*
	11	30	7	23.3	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	All*	30	25	83.3	92	4	0	0
	11	30	25	83.3	92	4	0	0
Male	All*	30	23	76.7	91	4	0	0
	11	30	23	76.7	91	4	0	0
Female	All*	30	2	6.7	*	*	*	*
	11	30	2	6.7	*	*	*	*
Black or African American	All*	30	9	30.0	*	*	*	*
	11	30	9	30.0	*	*	*	*
Hispanic or Latino	All*	30	11	36.7	100	0	0	0
	11	30	11	36.7	100	0	0	0
White	All*	30	5	16.7	*	*	*	*
	11	30	5	16.7	*	*	*	*
Socioeconomically Disadvantaged	All*	30	24	80.0	92	4	0	0
	11	30	24	80.0	92	4	0	0
English Learners	All*	30	4	13.3	*	*	*	*
	11	30	4	13.3	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	All*	30	7	23.3	*	*	*	*
	11	30	7	23.3	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	14	11		45	47		59	60	

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

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 2014-15)

Students are required to complete a minimum of 250 hours of occupational training in one of several career fields in order to successfully exit from the group living facility. Many students exceed this minimum requirement if their length of stay in the program permits. The routine student schedule includes a minimum of two hours of career training per school day with opportunity for additional hours as academic requirements are met.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	70
% of pupils completing a CTE program and earning a high school diploma	31%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	29	29		42	53		57	56	
Mathematics	18	26		36	47		60	62	

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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.

California Physical Fitness Test Results (School Year 2014-15)

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 (Most Recent Year)

All students enrolled in the school are wards of various court systems and placed in the Rite of Passage foster group home setting. The El Dorado County Office of Education and Rite of Passage have provided services as a partnership for over thirty years to improve the lives of the students we serve. Rite of Passage case managers serve in the role of the parent in most day to day circumstances. Parents/guardians are contacted annually by ROP to receive feedback on student progress and success after placement. The school informs parents of student progress at the end of each trimester via US Mail. Report cards, assessment data, summary progress information and awards are mailed to parents at regular intervals. School personnel meet with case managers, therapists and staff at weekly MDT meetings to provide data. This data is shared with Probation and parents during case management conferences. Students make supervised telephone and Skype contacts with families on a regular basis. Parents are invited to events held on site such as assemblies, athletic events, and ceremonies.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate		6.3			6.3			11.4	
Graduation Rate		89.16			89.16			80.44	

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0		4.4	2.6		5.1	4.4	
Expulsions	0.0	0.0		0.0	0.0		0.1	0.1	

School Safety Plan (Most Recent Year)

Rite of Passage operates the facility and provides safety and behavior management services for students while in their care. Fire drill plans and emergency procedures are posted in each classroom. School staff receive regular training on site emergency procedures, the use and location fire extinguishers, and lock down procedures. Rite of Passage staff provides training to students and all staff. Weekly and monthly site safety inspections and drills are held by designated staff under the supervision of Rite of Passage Management. The site safety plan is reviewed bi-annually and updated by ROP personnel with input from school personnel. School personnel review site safety at regular monthly staff meetings and update the plan as new material and training are received. Staff report safety hazards to maintenance staff for immediate attention.

The key elements of the plan include a Fire Safety Plan, an Emergency Disaster Plan, a Flood plan, an Earthquake Plan, an Imminent Threat Plan (criminal activity), a Mass Casualty Incident, First Aid/Medical Procedures and an Emergency Phone List. Staff are instructed to keep the plan near the phone and to add updates regularly. Emergency exit maps and maps of placement of fire safety equipment are in each classroom.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	10	20	1		9	20						
Mathematics	10	17	1		7	19						
Science	11	13			10	13						
Social Science	11	17			12	16						

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$17,528	\$17,528	0	\$60,828
District	N/A	N/A	5,718	66,802
Percent Difference: School Site and District	N/A	N/A	-100.0	-8.9
State	N/A	N/A		
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 2014-15)

As ROPCHS is not in Program Improvement status, SES services are not available. Currently, Title IA funds are used for programs offered throughout the school day to support students in need of reading, language, and math support. In addition, Title ID funds are used to provide intervention services to students in need of additional support.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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 2014-15)

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

Note: Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Each school conducts bi-weekly staff development sessions to ensure the instructional process includes assessment and evidence-based strategies for at risk students. Training decisions are made by the staff to meet needs based on formal and informal needs assessments. Staff development is focused on strategies for the reluctant learner, data collection, assessment, feedback to students and methods for working with at risk youth. Staff members have are provided with opportunities to attend workshops and training to increase knowledge of common core standards and Smarter Balanced Testing. All staff participate in trainings equivalent to fifteen full days of staff development. Staff development has included half day workshops, attendance at conferences, book/peer study groups, and attendance at classes offered through universities and colleges. In addition to methods and strategies training, staff members have chosen to upgrade technology skills as they use "Smart Boards" and Chromebooks. Training has been provided by site IT staff and district staff as well as product representatives. The sites have a small staffs and utilize the expertise of peers to build skills by mentoring, idea exchanges, and peer observations in the classroom. The site administrators work with their staff to facilitate individual and group development.