

**Charter Alternative Program (CAP)  
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)**

<b>School Contact Information</b>	
<b>School Name</b>	Charter Alternative Program (CAP)
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	530-295-2259
<b>Principal</b>	David Publicover
<b>E-mail Address</b>	dpublicover@edcoe.org
<b>Web Site</b>	<a href="http://charter.edcoe.org/">http://charter.edcoe.org/</a>
<b>CDS Code</b>	09100900123521

<b>District Contact Information</b>	
<b>District Name</b>	Charter Alternative Program (CAP)
<b>Phone Number</b>	530-622-7130
<b>Superintendent</b>	Ed Manansala, Ed.D.
<b>E-mail Address</b>	emanansala@edcoe.org
<b>Web Site</b>	www.edcoe.org

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

The Charter Alternative Program provides a diverse and high-quality alternative education programs for home school students and families. We are committed to providing outstanding educational programs that reflect our commitment to provide a stable, supportive environment for students to achieve academic and personal success. Communication and partnership with clients and staff are central tenets of our mission.

Our programs develop critical thinkers who are problem solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members. Charter Alternative Program, Home Study Academy K-8 (CAP) provides kindergarten through eighth-grade students with the academic skills to meet California’s grade-level standards and the social development and strong foundation for life-long learning. We honor and support a family’s choice to educate their children in both a home and school environment. We are committed to collaborating with families to provide a nurturing, safe, and creative educational experience. Each student is valued as a unique learner. Through communication and partnership with families, our school community fosters the success of each child.

Students and parents or guardians entering our Charter attend an informational conference with a school representative to initiate a partnership among parents, staff, and students to support positive behavior, academic standards, and achievement, as well as communication protocols resulting in student growth.

The Mission Statement for Charter Alternative Program (Charter Home Study Academy K-8) reflects the program's priorities: Charter Home Study Academy K-8 supports and invests in families who choose to be active participants in their children’s education. Staff, students, and their families use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills, empowering students to find solutions and adapt to the challenges of an ever-changing world. Together we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	16
<b>Grade 1</b>	12
<b>Grade 2</b>	14
<b>Grade 3</b>	9
<b>Grade 4</b>	12
<b>Grade 5</b>	11
<b>Grade 6</b>	35
<b>Grade 7</b>	36
<b>Grade 8</b>	33
<b>Total Enrollment</b>	178

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.7
Asian	1.1
Filipino	0.0
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.0
White	72.5
Socioeconomically Disadvantaged	34.8
English Learners	2.8
Students with Disabilities	6.2
Foster Youth	0.6

## 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	12	13	13	89
Without Full Credential	0	0	0	8
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	3	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: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading/Language Arts California Collections, Houghton Mifflin Harcourt, 2017 Reading/Language Arts California Journeys, Houghton Mifflin Harcourt, 2017 Reading/Language Arts Elements of Literature, Introductory Course, Holt-Rinehart-Winston, 2000 Reading/Language Arts Elements of Literature First Course, Holt-Rinehart-Winston, 2000 Reading/Language Arts Elements of Literature Second Course, Holt-Rinehart-Winston, 2000 Reading/Language Arts Explode the Code, Educators Publishing, 2004 Reading/Language Arts Zoophonics, Zoophonics Inc., 1987	Yes	0
<b>Mathematics</b>	Mathematics Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015 Mathematics California Saxon Math, Grades K-6, Saxon Publishers (Harcourt Achieve), 2008 Mathematics Holt California Mathematics, Course 1: Numbers to Algebra, Holt, Rinehart and Winston, 2008 Mathematics Holt California Mathematics, Course 2: Pre-Algebra, Holt, Rinehart and Winston, 2008 Mathematics Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008	Yes	0
<b>Science</b>	Science California Focus on Earth Science, Pearson Prentice Hall, 2008 Science California Focus on Life Science, Pearson Prentice Hall, 2008 Science California Focus on Physical Science, Pearson Prentice Hall, 2008 Science California Science, Scott Foresman, 2008	No	0
<b>History-Social Science</b>	History/Social Science Ancient Civilizations, Pearson Prentice Hall, 2006 History/Social Science Discovering Our Past: The American Journey to World War I, Glencoe/McGraw-Hill, 2006 History/Social Science Medieval and Early Modern Times, Pearson Prentice Hall, 2006 History/Social Science Our California, Scott Foresman 2006	No	0
<b>Foreign Language</b>	n/a	Yes	0
<b>Health</b>	n/a	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Teacher generated materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	n/a	Yes	0

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

The Charter Alternative Program operates at a (former) elementary school that EDCOE leases from a local school district. Due to the design of the facility, the program is able to use several traditional classrooms for direct instruction, as well as a large conference room for teachers to meet with parents and students. Facilities are regularly inspected, cleaned, and maintained through close coordination with the school district that owns the facility. The District provides full maintenance and repairs due to normal wear and tear or aging of the facility, as necessary to keep all grounds in good order, repair and neat condition. Restrooms, floors, walls, roof, plumbing, and electrical systems are maintained in good condition. Recent improvements include new carpet and/or paint, HVAC upgrades, sidewalk repair, and new play equipment (swings), door mats are regularly replaced, and playground bark/fiber is inspected and replaced regularly. Full custodial services are provided on a daily basis, including but not limited to cleaning restrooms, classrooms, and office space.

Significant improvements have been made to the facility in the areas of safety, communications, and power since we began using the site in 2010, including improving the security of all exterior doors and adding blinds to all classrooms. EDCOE has made significant technology infrastructure improvements as well, including increasing broadband speeds ten-fold, adding a Voice Over IP phone system, adding cell boosters to improve communications, adding facility-wide connectivity / Wi-Fi (including for home school families), adding network drops, and providing wireless iPads/monitors/devices for instructional staff/students.

Safety and emergency procedures are updated annually in the Safe School Plan, and regular training and drills are held on a monthly basis.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: November, 2018	
Overall Rating	Exemplary

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	44.0	50.0	37.0	51.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	28.0	32.0	22.0	33.0	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
<b>All Students</b>	163	158	96.93	49.68
<b>Male</b>	81	78	96.30	46.75
<b>Female</b>	82	80	97.56	52.56
<b>Black or African American</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	30	29	96.67	41.38
White	119	115	96.64	53.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	34.38
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00	8.33
Foster Youth	--	--	--	--

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	163	158	96.93	31.82
Male	81	78	96.3	33.77
Female	82	80	97.56	29.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	30	29	96.67	27.59
White	119	115	96.64	33.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	25.4
English Learners	--	--	--	--
Students with Disabilities	14	14	100	8.33
Foster Youth	--	--	--	--

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.

**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	41.7	16.7	
7	18.8	18.8	34.4

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)**

Our program provides and supports a variety of ways for parents to be actively involved in school activities and events, including our School Site Council, Stakeholder Surveys, Client Roundtables, Back to School Nights, Open House Nights, Parent Booster Clubs, an annual Craft Faire, Family Reading Night, field trips, and Coffee Talks. These events provide meaningful opportunities for parents and students to confer with staff on an ongoing or as needed basis, depending on the situation. Our Independent Study program has the privilege to meet with parents individually and often. These regularly scheduled meetings give us the opportunity to review achievement data and individual student progress, as well as update parents and get feedback on Program changes and give parents the opportunity to participate in enriching activities while enhancing the sense of community within our program. In addition, having parents involved in our School Site Council greatly assists our leadership team in identifying and meeting program goals, as well as defining educational needs.

We also utilize a number of online tools that help students and families stay connected to learning and progress, including integrated grading systems within our attendance system to help ensure students are staying on track, and students and families can go online to check their child’s progress. Stakeholders may subscribe to and receive whole-school text or email messages by categories of interest through Beehively, the medium for communicating through the school website.

All important notices, paperwork, and correspondence with our English Language Learner families are sent to families and are available in Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. Parent notifications and reminders for school events, and/or emergency information are also delivered to families through Parent Square, a new mass-voice/email/text system implemented by Charter to improve communication with parents. Parent Square connects schools with families in new ways to provide effective communication, positive interactions, and strong relationships, enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. Parent Square translates into Spanish and is appreciated by our parents who do not speak fluent English.

The student/parent handbook, events, and information about the program are updated on the program's website. Community members can read an overview and highlights of the program, beginning with our unique mission and vision. In this way, our potential stakeholders, community members, and local school districts can get a much better perspective about the educational program. All important notices, paperwork, and correspondence with our English Language Learner families, if any, are sent to families, and are available in, Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. All website information is now Accessibility Compliant.

### 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
<b>Suspensions</b>	0.0	0.0	0.0	5.3	4.7	4.5	3.7	3.7	3.5
<b>Expulsions</b>	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)

We continually work with stakeholders to build and maintain an inclusive, supportive educational environment for all. Both students and staff are assured a safe and dignified place to learn, work, and grow. From inception our charter has been committed to creating and maintaining “climates of invitation” as a priority.

Each year our School Safety Plan is updated, copies are provided to staff, and copies are available in our main office. Monthly safety drills – e.g., fire, lockdown, and shelter in place drills - are conducted at each school site. In addition, local law enforcement participates and observes safety drills on a regular basis. Every classroom and office at each site is equipped with an emergency binder that includes instructions for possible emergencies, including fire, earthquake, evacuation, lockdown, shelter in place, bomb threat, intruder, and calling 911. We utilize mass communication software to communicate with families and staff in the even of an emergency, including the ability to send text, email, or voice messages.

Since we expect to continue seeing an increase in the number of students with mental health related needs, we will continue to provide professional development for staff to support these students more effectively - both academically and emotionally. Staff have trained for many years with the Love & Logic curriculum and will continue attending professional development opportunities on building and maintaining a positive school climate.

Our programs support the good citizenship of all students through a Character Education Program that focuses on demonstrations of positive character traits combined with academic excellence. Students who have exemplified consistent and excellent character are recognized using various methods.

These safety measures are part of our commitment to provide safe learning environments for all students and staff.

## 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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	4	2		15	6	2		16	4	3	
6	2	1							6	1		

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.

### 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	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7708	154	7554	67563
District	N/A	N/A	7956	71478
Percent Difference: School Site and District	N/A	N/A	-5.2	-5.6
State	N/A	N/A	\$7,125	79128
Percent Difference: School Site and State	N/A	N/A	5.8	-15.8

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)

The program currently does not qualify for Supplemental Educational Services, but does receive funding from Title IA, Title II, and Title III to meet the needs of students.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

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/>.

**Professional Development (Most Recent Three Years)**

Professional development plans are implemented each year based on a variety of student data and are articulated with the Single Plan for Student Achievement and the Local Education Agency Plan. Due to the nature of our independent study program, which provides ongoing weekly meetings between staff and parents/students, the program schedules its professional development activities on days/times other than those days built into our school calendar. When scheduling permits, professional development is aligned across and articulated between, programs to maximize staff expertise and the efficient use of time and fiscal resources.

Primary focus areas for professional staff development include meeting new State standards, preparation for CAASPP including use of assessments, implementing newly adopted ELA and math materials, providing effective and engaging instructional, continually improving our integration and use of instructional technology, maintaining and continually improving the school's positive culture, supporting students with mental health needs, and ensuring compliance and best practices with regard to independent study state law. The program trains all staff in the Love & Logic program. Primary focus areas were selected by stakeholders through our School Site Council based on a review of data.

Professional development and implementation support are delivered through workshops, segments of training, conference attendance, and individual mentoring from administration, staff, and peers. This year our program is also participating in a Pivot-led Rural Professional Learning Network, with an emphasis on developing and sustaining a growth mindset in math.