

Harvest Ridge Cooperative 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
School Name	Harvest Ridge Cooperative Charter School
Street	9050 Old State Highway
City, State, Zip	Newcastle, CA 95658
Phone Number	916.259.1425
Principal	Janet Sutton
Email Address	jsutton@harvestridgeschool.org
Website	www.harvestridgeschool.org
County-District-School (CDS) Code	31-66852-0121608

Entity	Contact Information
District Name	Harvest Ridge Cooperative Charter School
Phone Number	(916) 259-2832
Superintendent	Denny Rush
Email Address	drush@newcastle.k12.ca.us
Website	www.newcastle.k12.ca.us

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

As a California public charter, Harvest Ridge Cooperative Charter School provides a variety of unique and personalized services to its students by combining the structure of classroom instruction with the flexibility afforded independent study programs, all within a framework of high academic standards, in a small and supportive school environment. We offer an Independent Study hybrid model and a home study model to meet the varying needs of our families. Each of our programs offers core instruction through experiential learning, technology and virtual instruction, combined with an innovative enrichment program. We are open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements and honoring the uniqueness of each individual, and seek students from diverse backgrounds in order to build a strong, inclusive community and prepare all students for lives in a multicultural society.

Our rigorous, standards-based academic curriculum meets student needs with personalized learning and differentiated curriculum. Our school promotes original and creative outcomes, effective sequencing of tasks and time management, increased ability to collaborate, and student involvement in decision-making.

Mission: Harvest Ridge Cooperative Charter School is committed to collaborating with parents, teachers, and students to provide a high quality student-centered educational experience, which enhances the joy of learning and inspires a commitment to lifelong learning.

Vision: Harvest Ridge Cooperative Charter School is committed to nurturing the whole student by cultivating high academic achievement and strong social development. Students are encouraged to discover and pursue their interests and talents within a compassionate and supportive environment. Our students become self-motivated and confident as they develop 21st Century skills.

Harvest Ridge staff members are enthusiastic, creative, and committed to providing an engaging and relevant education that prepares students to adapt and thrive in a rapidly changing world. Our staff sets high standards, fosters individuality, encourages group collaboration, and differentiates for individual student needs.

Parents are an integral part of our school community. They work collaboratively to support classroom instruction, serve on school committees, participate in campus stewardship, and are active partners in their child's education.

Community connections and global awareness are encouraged through outreach programs, field trips, and service projects.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	30
Grade 1	19
Grade 2	22
Grade 3	19
Grade 4	20
Grade 5	19
Grade 6	18
Grade 7	16
Grade 8	16
Total Enrollment	179

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	6.7
White	88.8
Two or More Races	1.1
Socioeconomically Disadvantaged	24.6
Students with Disabilities	11.2
Homeless	

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	24	9	9	22
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

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	0	0	0

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

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

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

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 6: Pearson Reading Street - Adopted 2013 Kindergarten-Grade 5: Handwriting Without Tears - Adopted 2010 Grade 3-8: Literature Units Kindergarten-Grade 6: Wit & Wisdom Lexia Learning Wilson Foundations K-2	Yes	0%
Mathematics	Kindergarten-Grade 8: Eureka Math - Adopted 2016	Yes	0%
Science	Kindergarten-Grade 2: Mystery Science/Teacher Created Units Grade 3-8: Discovery Education Science - Adopted 2019	Yes	0%
History-Social Science	Grade 3-8: TCI History Alive - Adopted 2010 K-2: Teacher created units	Yes	0%
Health	https://www.healthteacher.com/	Yes	0%
Visual and Performing Arts	Teacher Performing Arts Musicals/Plays Gr. 3-8: Art in Action 2018 K-2: Teacher units	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Harvest Ridge Cooperative Charter School's campus in Newcastle, California was built in 1963 and was modernized in the 1980's. The site maintains two portable classrooms to accommodate additional educational programs for the school. The campus enjoys a rural setting, surrounded by trees, a nature trail, and the neighborhood community of Newcastle. Harvest Ridge Cooperative Charter School works with a maintenance team to maintain safe, clean facilities.

Maintenance and Repair

District maintenance and school staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. Additionally, any responsibilities as noted in the lease agreement as the building owner's responsibilities are communicated and completed efficiently. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. Any items noted in the table have been corrected or are in the process of remediation.

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

Year and month of the most recent FIT report: 12/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	68	71	72	72	50	50
Mathematics (grades 3-8 and 11)	56	54	63	63	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	112	105	93.75	6.25	71.43
Male	62	57	91.94	8.06	59.65
Female	50	48	96.00	4.00	85.42
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	101	95	94.06	5.94	71.58
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	21	19	90.48	9.52	89.47
English Learners					
Students with Disabilities	13	13	100.00	0.00	53.85
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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	112	105	93.75	6.25	54.29
Male	62	57	91.94	8.06	50.88
Female	50	48	96.00	4.00	58.33
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	101	95	94.06	5.94	55.79
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	9.52	36.84
English Learners					
Students with Disabilities	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

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	23.5	23.5	35.3
7	16.7	33.3	38.9

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)

As a parent cooperative school, parents are an integral part of the Harvest Ridge School program. As their children's first and most important teacher, parents are involved and supported as participants in home learning activities, including instructing and supervising classroom and Independent Study activities, assigned homework, curriculum related activities, decisions, and planning.

Parents are encouraged to participate in the classrooms after fingerprint and tuberculosis clearance to assist teachers and students in the learning process. Individual classroom teachers can be contacted to coordinate volunteering in the classrooms and on educational field trips. The Harvest Ridge Parent Teacher Organization (PTO) welcomes parents interested in serving on the PTO Board, participating in meetings, helping organize fundraisers, and participating in student and family experiences both on and off campus. Harvest Ridge's PTO offers a robust Enrichment program for students in all programs, and parents are integral in creating and operating these programs. Parents are invited to assume leadership in school governance by serving on the Board of Directors, which works to formulate major educational and operational policies, approve all personnel contracts, prepare the school's annual budget and monitor the school's fiscal affairs. For further information regarding parent involvement opportunities, interested parties can contact Janet Sutton in the school office.

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	0.2	0.2	0.0	1.3	0.9	1.9	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)

Harvest Ridge Cooperative Charter School is committed to providing a safe school environment for all students. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee, staff, and Board of Directors review the CSSP throughout the year and conduct school safety inspections annually. The School Safety Plan was reviewed and refined in December 2019 and January 2020, and will be brought for approval in February of 2020 to the Harvest Ridge Schools Board of Directors and the Newcastle School Board of Trustees.

Visitors sign in at the front office and access to the campus is limited when school is in session. All volunteers must have fingerprint and TB clearance in order to volunteer. Students are supervised during lunch and recess, and staff supervision is provided before and after school. Staff and administration monitor the parking lot and drop-off. Early drop-off is discouraged.

There is zero tolerance for harassment and bullying. School-wide positive behavior intervention and support utilizing Love & Logic and the Hawk Wings program is implemented with all students, which includes a positive and responsive approach in teaching behavioral expectations.

Safety Drills

Regular fire, evacuation, and lockdown drills occur throughout the school year and are communicated to parents. Detailed plans are drafted and reviewed after all drills to ensure the safety and well-being of all students in the event of a school-wide emergency. The staff have specific responsibilities during these drills and in the event of an actual emergency. The fire department, law enforcement, and other health and safety specialists are available for many of the drills to provide feedback to administration for continuous improvement in student safety. Each classroom is equipped with first aid and lockdown kits.

Health and Safety

All faculty and staff are certified in first aid and CPR. Additional training is offered for treatment of specific conditions as the need arises. Harvest Ridge employs a nurse to serve its students. Individualized health and safety plans are developed for students who have special medical needs. Copies of these health plans are kept in the main school offices and are accessible to all staff when needed. Electronic copies are also distributed to teachers and administration. Other staff are notified of these health plans as needed when working with students.

All medication, including non-prescription, requires a signed release form from the parent and physician for school personnel to administer the medicine as prescribed in the written statement from the attending physician. Only office personnel are authorized to disburse medication (exception: student may carry inhaler with doctor's approval).

Allergic Reactions

Food and other allergies can be life-threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. Faculty and staff are formally trained in EpiPen/EpiPen Jr allergic reaction injections.

Infectious Disease

Students exhibiting symptoms of contagious illnesses are evaluated in the main school office. Symptoms may include a fever of 100 degrees or higher, diarrhea, and/or vomiting. Students need to be symptom-free for 24 hours before returning to school to ensure the health of all students.

Communication Systems

Along with regular email and website communication, the school utilizes Remind, which enables timely communication to all families via email and telephone/text to keep families informed in the event of an emergency.

Comprehensive Safety Plan

The comprehensive safety plan includes the learning environment, behavioral expectations, crime statistics, cyber safety, weapons, sexual harassment, dress code, child abuse reporting, suicide prevention policy, ingress, egress, hate crimes, disaster procedures, and public access.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	3	2		40	5	1	1	14	1		
1	24		2		21	2	2		13	1		
2	24		3		24		5		13	1		
3	24		2		23		4		13	1		
4	24		3		30	3	3	5	13	1		
5	18	9		1	24	6	3	3	13	1		
6	23		12		14	10	4		13	1		
Other**					25		1		13	2		

*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.

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

Title	Ratio
Academic Counselors*	.0

*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)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.5
Other	.1

*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	\$9166.74	\$262.30	\$8904.43	\$52,178.53
District	N/A	N/A	\$10,881	\$71,632.00
Percent Difference - School Site and District	N/A	N/A	-20.0	-31.4
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	17.0	-21.8

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 2018-19)

Harvest Ridge teachers utilize a variety of instructional strategies, including flexible grouping, modeling, guided practice, cooperative learning, and independent practice to address the needs of learners of various levels and modalities. Instructional Aides provide instructional support for most classrooms, working with small groups of students or providing one-to-one support. Specialized Support Teachers, including intervention and special education, provide targeted support and instruction at the next level, on a one-on-one basis or in small groups. Student Intervention Teams (SIT's) convene if a series of progressive interventions and scaffolded instruction do not yield appropriate, measurable student progress.

Harvest Ridge recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Harvest Ridge. The school shall be responsible for complete implementation of an Individual Education Plan (IEP). The individualized education plans for students with disabilities will reflect appropriate core academic skills, life-long learning skills, and social and interpersonal skill objectives developed in compliance with applicable state and federal laws.

Harvest Ridge also provides enrichment opportunities for students in the areas of art and music, Spanish, physical education, and STEM enrichment.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,059	\$45,252
Mid-Range Teacher Salary	\$61,101	\$65,210
Highest Teacher Salary	\$87,557	\$84,472
Average Principal Salary (Elementary)	\$94,724	\$107,614
Average Principal Salary (Middle)	\$94,729	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$162,821	\$124,686
Percent of Budget for Teacher Salaries	18%	31%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	14	15

As part of the growth process, opportunities for training and staff development are provided at both individual school sites to administrators, teachers, and classified staff. The following professional development and growth opportunities were offered as follows:

2017-18 School Year: Growth Mindset, Common Core Mathematics utilizing Eureka Math, Love & Logic, literacy, and assessment. Student data from CAASPP testing and local school assessments identified a continued need to increase math competence among our students, as well as continued focus on literacy practices. Teachers were provided support through PLC's, workshop series, and peer coaching. Professional development was delivered through staff meetings, conference attendance, and individual mentoring.

2018-19 School Year: Common Core Mathematics through Eureka Math, GATE support, Universal Design for Learning, and Mindfulness. Professional development was delivered through staff meetings, conference attendance, and individual mentoring. Staff identified PD needs for the year based on student achievement scores from CAASPP in mathematics, data related to student connectedness on campus, and student support needs identified through Student Intervention Team, special education meetings, and staff meetings.

2019-20 School Year: Emphasis this year continues with Common Core Mathematics through Eureka Math, Science, Intervention support, Universal Design for Learning, Non-Violent Crisis Intervention, technology support, and EL support. Student achievement scores from CAASPP in mathematics and school-wide MAP assessments showed a need for continued focus in this area. New tech devices for teachers drove a need to receive professional development designed to maximize use for student achievement. New curriculum was purchased to meet NGSS standards, and teachers received training in the use of the curriculum. Additional student support needs were identified through the Student Intervention Team, special education meetings, and staff meetings.