

South Sutter 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)

School Contact Information	
School Name	South Sutter Charter School
Street	4535 Missouri Flat Rd., Ste. 1A
City, State, Zip	Placerville, Ca, 95667
Phone Number	530-295-3566
Principal	Cynthia Rachel
E-mail Address	crachel@ieminc.org
Web Site	http://www.sscs.cc
CDS Code	51714070109793

District Contact Information	
District Name	Marcum-Illinois Union Elementary School District
Phone Number	(530) 656-2407
Superintendent	Jimmie Eggers
E-mail Address	jimmie@sutter.k12.ca.us
Web Site	http://www.marcum-illinois.org/

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

About South Sutter Charter School:

South Sutter Charter School (SSCS) opened in the fall of the 2005/2006 school year. South Sutter values the role of the parent in the education of their children. SSCS believes in programs that offer individual learning plans for each student, and takes pride in modeling these principles. SSCS is an independent Charter School sponsored by the Marcum Illinois School District in Sutter County. SSCS Educational Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student accomplishment and completion toward individual growth and state standards. They also work diligently to meet the major deadlines on the yearly paperwork timetable, as well as the paperwork deadlines for each student. ESs serve their share of required proctor duties each school year, and attend required professional growth trainings. Every ES must possess and maintain a valid teaching credential for every day they serve a student. South Sutter Charter School was granted WASC accreditation in 2007 and the school received a six year renewal in 2016.

Mission Statement:

We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments.

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

Grade Level	Number of Students
Kindergarten	189
Grade 1	170
Grade 2	167
Grade 3	182
Grade 4	203
Grade 5	189
Grade 6	185
Grade 7	184
Grade 8	165
Grade 9	136
Grade 10	105
Grade 11	118
Grade 12	106
Total Enrollment	2,099

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1
Asian	2.4
Filipino	0.5
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0.6
White	65.5
Two or More Races	6.3
Socioeconomically Disadvantaged	37.4
English Learners	2.7
Students with Disabilities	8.5
Foster Youth	0

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	107	113	120	10
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	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
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	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:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	New textbooks and materials available each year for each student.		0
Mathematics	New textbooks and materials available each year for each student.		0
Science	New textbooks and materials available each year for each student.		0
History-Social Science	New textbooks and materials available each year for each student.		0
Foreign Language	New textbooks and materials available each year for each student.		0
Health	New textbooks and materials available each year for each student.		0
Visual and Performing Arts	New textbooks and materials available each year for each student.		0
Science Laboratory Equipment (grades 9-12)	New textbooks and materials available each year for each student.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

N/A-South Sutter is a non-site based Independent Study School.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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
English Language Arts/Literacy	39	37	40	39	44	48
Mathematics	20	22	22	24	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	3	193	174	90.2	26.2
	4	225	208	92.4	28.6
	5	195	179	91.8	29.6
	6	199	183	92.0	29.4
	7	198	183	92.4	48.8
	8	181	171	94.5	48.8
	11	127	113	89.0	56.1
Male	3	99	89	89.9	24.1
	4	96	89	92.7	24.1
	5	108	100	92.6	31.0
	6	97	88	90.7	26.1
	7	90	82	91.1	39.7
	8	88	81	92.0	41.3
	11	56	51	91.1	56.3
Female	3	94	85	90.4	28.2
	4	129	119	92.3	31.9
	5	87	79	90.8	27.9
	6	102	95	93.1	32.6
	7	108	101	93.5	56.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	93	90	96.8	55.7
	11	71	62	87.3	55.9
Hispanic or Latino	3	26	25	96.2	20.0
	4	33	30	90.9	30.0
	5	34	32	94.1	28.1
	6	32	30	93.8	20.7
	7	25	24	96.0	47.6
	8	27	27	100.0	53.9
	11	17	14	82.3	33.3
White	3	122	109	89.3	25.2
	4	145	134	92.4	30.1
	5	125	113	90.4	30.1
	6	128	118	92.2	30.2
	7	138	126	91.3	47.5
	8	124	117	94.3	48.7
	11	86	78	90.7	61.8
Two or More Races	3	15	14	93.3	35.7
	4	16	16	100.0	20.0
	6	19	16	84.2	31.3
	7	11	10	90.9	60.0
Socioeconomically Disadvantaged	3	68	65	95.6	23.4
	4	80	74	92.5	28.8
	5	67	64	95.5	20.3
	6	59	54	91.5	17.3
	7	69	66	95.7	38.7
	8	55	50	90.9	36.7
	11	62	58	93.5	40.7
Students with Disabilities	3	18	14	77.8	7.1
	4	22	19	86.4	11.1
	5	22	21	95.5	4.8
	6	19	17	89.5	5.9
	7	16	15	93.8	13.3
	8	26	25	96.2	20.0

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	3	193	173	89.6	24.7
	4	225	208	92.4	19.0
	5	195	179	91.8	19.0
	6	199	183	92.0	16.6
	7	198	184	92.9	33.1
	8	198	184	92.9	33.1
	11	127	113	89.0	10.2
Male	3	99	88	88.9	29.4
	4	96	89	92.7	18.6
	5	108	100	92.6	24.0
	6	97	88	90.7	19.3
	7	90	83	92.2	32.1
	8	90	83	92.2	32.1
	11	56	51	91.1	8.2
Female	3	94	85	90.4	20.0
	4	129	119	92.3	19.3
	5	87	79	90.8	12.7
	6	102	95	93.1	14.0
	7	108	101	93.5	34.0
	8	108	101	93.5	34.0
	11	71	62	87.3	11.9
Hispanic or Latino	3	26	25	96.2	20.0
	4	33	30	90.9	10.0
	5	34	32	94.1	6.3
	6	32	30	93.8	6.7
	7	25	24	96.0	27.3
	8	25	24	96.0	27.3
	11	17	14	82.3	7.7
White	3	122	108	88.5	25.5
	4	145	134	92.4	18.9
	5	125	113	90.4	20.4
	6	128	118	92.2	19.0
	7	138	127	92.0	31.8
	8	138	127	92.0	31.8
	11	86	78	90.7	11.8
Two or More Races	3	15	14	93.3	23.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	16	16	100.0	20.0
	6	19	16	84.2	12.5
	7	11	10	90.9	40.0
	8	11	10	90.9	40.0
Socioeconomically Disadvantaged	3	68	64	94.1	10.9
	4	80	74	92.5	16.4
	5	67	64	95.5	10.9
	6	59	54	91.5	5.7
	7	69	66	95.7	22.7
	8	69	66	95.7	22.7
	11	62	58	93.5	1.8
Students with Disabilities	3	18	14	77.8	21.4
	4	22	19	86.4	
	5	22	21	95.5	4.8
	6	19	17	89.5	5.9
	7	16	15	93.8	
	8	16	15	93.8	

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
Science (grades 5, 8, and 10)	53	44	47	60	72	49	60	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
All Students	491	456	92.9	46.7
Male	240	220	91.7	53.2
Female	251	236	94.0	40.7
Black or African American	12	10	83.3	10.0
Asian	16	15	93.8	73.3
Hispanic or Latino	82	78	95.1	39.7
White	331	306	92.5	48.7
Two or More Races	22	21	95.5	42.9
Socioeconomically Disadvantaged	178	165	92.7	38.8
English Learners	11	11	100.0	9.1
Students with Disabilities	60	56	93.3	23.2

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)

N/A South Sutter Charter operates as an independent study school.

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
5	19.6	26.3	31.8
7	17.3	24.6	38
9	17.2	23.1	26.9

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)

SSCS parents receive emails from a parent listserv that provides resources such as classes in our various geographic areas, college scholarship opportunities and deadlines, and Group Educational Activities (GEAs). On a GEA students go to local museums, zoos, aquariums...etc. Students have the opportunity to learn cooperatively in a hands-on environment and complete pre and post learning activities that coincide with the activity. SSCS parents and ESs work together to select vendors that provide physical education classes (such as dance lessons, nutrition classes, swimming lessons... etc.). They also work together to select vendors who will provide group learning experiences such as small group tutoring or classes, music, art, and core subject classes. Parents participate with the credentialed teacher in the development of the student's educational plan, initially and on an ongoing basis. Parents meet face to face with their Education Specialists at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period. SSCS Parent Council members meet a minimum of twice per year. The parents are elected to the council and serve as a member for a two year term. Each member of the Parent Council is involved with decisions about the school and its policies. Parent Council members serve on a subcommittee to promote school and student needs. The role of the parent council member is to:

- Uphold the mission of school
- Develop/approve short and long term goals
- Monitor school's performance
- Monitor own performance
- Be involved in the accreditation process
- Serve for a two year term
- Plan to attend all council meetings
- Make suggestions to improve school
- True to school's mission, not personal agenda
- Be positive!

All parents with children enrolled in SSCS have the opportunity to volunteer their time to a council sub-committee.

For Special Education students, there is ongoing parental collaboration and supports provided to the parent to ensure that their students needs are met as part of the Individualized Education Program.

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	6.20	3.70	4.80				11.40	11.50	10.70
Graduation Rate	75.86	78.26	82.99				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	99	99	86
Black or African American	83	83	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	87	87	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	80	80	89
Socioeconomically Disadvantaged	75	75	66
English Learners	75	75	54
Students with Disabilities	55	55	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	0.0	0.2	0.1	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)

N/A—South Sutter Charter School is operated as an Independent Study school.

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	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			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	2	343			2	314			2	314		
Mathematics	1	308			2	279			2	279		
Science	2	193			2	198			2	198		
Social Science	2	362			2	346			2	346		

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	5	449
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	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2.8	N/A
Resource Specialist	4.7	N/A
Other	1.76	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	\$7,908.00	\$00	\$7,908.00	\$63,817.00
District	N/A	N/A	\$9,668.00	\$44,450.00
Percent Difference: School Site and District	N/A	N/A	-18.2	43.6
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	39.3	4.6

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

Types of Services Funded (Fiscal Year 2015-16)

Students are assessed with a local assessment twice per year. Students scoring two or more grade levels below their current grade level on any standard, are eligible for intervention curriculum and classes. Our students and their teachers have different print and online curriculum to choose from. Our intervention students also take online classes with an online tutor, focusing on ELA or Math standards. During the 16/17 school year, students have access to the following school sponsored online managed licenses (OMLs): Brain Pop, iReady, Destination Math, Reading Eggs, and Discovery Education Streaming.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,255	\$41,085
Mid-Range Teacher Salary	\$47,865	\$59,415
Highest Teacher Salary	\$70,601	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$115,000	\$116,069
Percent of Budget for Teacher Salaries	17%	33%
Percent of Budget for Administrative Salaries	4%	7%

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	1	N/A
Social Science	2	N/A
All courses	5	1

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)

New Educational Specialists (ESs) are guided through an initial training process which covers all aspects of the job including administrative reporting and procedures, educational philosophies, all assessments required of students, and how to select curriculum that fits individual needs of their students. They also attend a learning record meeting of a veteran ES. The ESs demonstrate their knowledge and understanding of these topics by completing training tests within the required time, and by passing those tests with 100% accuracy. The new ESs also attend monthly new ES trainings for their first year on the job. An advisor is assigned to each Educational Specialist to interact with them as a mentor and supervisor. The advisor explains the procedures and requirements in further detail, oversees their paperwork, and ensures that they are following set policies and procedures correctly.

All ES's attend required monthly professional development meetings with other ESs in their geographical area. Each meeting has a set agenda that informs the ESs of important information, reviews procedures and policies, new and current curriculum choices, teaching strategies and techniques, high school training, and conflict resolution strategies. The agenda also allows for networking time amongst the group on a variety of topics and procedures. Additionally each ES must complete monthly professional development hours on a topic of their choice that relates to their annual goals. These are reported upon at the monthly meetings.

There is a one day professional development training day that occurs before the start of the school year which all staff must attend. Throughout the year, additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web based media. This policy allows the school and ES's to respond to needs as they arise with appropriate trainings as needed.

Special Education teachers engage in monthly department trainings with a wide variety of topics ranging from specific types of strategies for specific disabilities to training on legal issues to ensure compliance with federal and state laws. Special Education teachers attend the all staff meeting as well as participate in an 8 hour training in August to ensure that they are continuing to develop as Special Education teachers.