

McFarland Independent School
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)

School Contact Information	
School Name	McFarland Independent School
Street	599 Fifth Street
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3178
Principal	Lori Schultz
E-mail Address	loschultz@ mcfarland.k12.ca.us
Web Site	http://mcfarlandusd.com/MIS/
CDS Code	15-739081530146

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Samuel A. Resendez
E-mail Address	SaResendez@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

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

Vision Statement: McFarland Independent School's vision is to encourage, guide, and support each student to rise to their highest potential in 21st Century skills so that they may be effective communicators, innovators, and participants in the global economy.

Mission Statement: McFarland Independent School's mission is to ensure each student graduates with a high school diploma and is ready to enter college and/or a career technical school.

McFarland Independent School (MIS) is part of the McFarland Unified School District (MUSD), a K-12 district that serves an enrollment of approximately 3,600 students. McFarland Independent School is a small alternative independent study school where students meet with a certificated teacher weekly. Attendance is based on completed assigned work. Earned credits are determined by assignments completed and unit assessments given by the teacher. MIS is located in the small, rural and predominantly agricultural community of McFarland. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation as well as few resources and services, the community faces many challenges.

There are a variety of reasons for choosing MIS which may include: personal hardships, pregnancy/parenting, special needs for work scheduling, and as a positive alternative to the larger high school setting for high-risk students. The goal of each McFarland Independent School student is to earn enough credits to transfer, back on track for graduation, to a continuation or traditional high school or to acquire a high school diploma. The student population is generally considered "transitional", usually short term and limited to one or two semesters. This enables the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one-on-one assistance. However it should be noted that a considerable number of students have graduated from this school. MIS is a Dashboard Alternative School Status (DASS) school.

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

Grade Level	Number of Students
Grade 9	2
Grade 10	3
Grade 11	2
Grade 12	6
Total Enrollment	13

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0
Socioeconomically Disadvantaged	92.3
English Learners	7.7
Students with Disabilities	15.0
Foster Youth	0.0

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	.5	.5	.5	151
Without Full Credential	0	0	0	9
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	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 2018-19)

Year and month in which data were collected: September 2018

McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district's comprehensive high school. McFarland Independent School meets Williams Act compliance.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	My Prospective California California Volume 1 & 2, Grades 9th, 10th, 11th, and 12th, Pearson Education, 2017/2017 Edgenuity Online Learning English 3D: Course B, Volume, 2017/2018 English 3D Language & Writing Portfolio, Course B, Volume 2, 2017	Yes	0
Mathematics	Mathmatics - For Business and Personal Finance Glencoe/McGraw Hill 2010/2009 Integrated Mathmatics 1,2 & 3/2014 Houghton Mifflin Harcourt 2015 Edgenuity Online Learning	Yes	0
Science	Earth Science - Prentice Hall 2007 Biology - Printice Hall 2007/2006 Edgenuity Online Learning	Yes	0
History-Social Science	World - History, Culture, & Geography The Modern World - McGraw Hill Education 2019/2018 America Through The Lens National Geographic Learning, Cengage Learning Co 2019/2018 Econ Alive! The Power To Choose Teacher's Curriculum Institute 2015/2018 Government Alive! Power Politics and You Teacher's Curriculum Institute 2014/2018 Edgenuity Online Learning/2017	Yes	0
Foreign Language	Edgenuity Online Learning/2017	Yes	0
Health	Health: A Guide to Wellness - Glencoe/McGraw Hill 2003/2003 Positive Prevention - American Red Cross 2007/2006 Edgenuity Online Learning/2017	Yes	0
Visual and Performing Arts	Art Talk Glencoe/McGraw Hill 2005/2004	Yes	0
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Independent School is located in the McFarland Learning Center.

This facility is also home to San Joaquin High School (continuation school) and to the McFarland Adult Education Program. Facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A pest/vermin reporting system is in place and issues are addressed as needed. McFarland Independent School consists of 4 buildings. Built in 1987, the main permanent building houses 6 classrooms, 3 offices, two sets of restrooms and miscellaneous storage areas. Two adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities was added in 2010. Students have access to two computer labs in the main building however they are encouraged to use their assigned Chrome Books when on campus. Internet access through Wifi is provided throughout the school. . A small soccer field and public library are within the same city block. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. An angle-iron security fence secures student areas during school and assists in securing entry to the site when school is not in session. Multiple security cameras are in place and a bell system provides additional schoolwide communication. MUSD District maintenance personnel are always available to respond quickly and remedy the problem related to the facilities.

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: July 2018		
System Inspected	Repair Status	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	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2018	
Overall Rating	Good

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
English Language Arts/Literacy (grades 3-8 and 11)	--	--	27.0	31.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	19.0	19.0	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
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

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	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

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.

Career Technical Education Programs (School Year 2017-18)

Students are provided with Career Technical Education Information through field trips and career counseling. Opportunities to participate in and to complete CTE programs are provided at the local traditional high school for students. Enrollment through McFarland Independent School is typically short term while students are in a transition period.

Career Technical Education Participation (School Year 2017-18)

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

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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

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)

McFarland Independent School strives to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. In addition, parents are encouraged to be a part of the team monitoring student achievement. Through the parent portal of the McFarland Unified School District's student information system, a parent can monitor his/her student's academic achievement, attendance, and behavior, as documented daily at the school.

Opportunities for parent involvement and input include:

- LCAP/LCFF budget development meetings (site and district) Parent Meetings
- Pre-enrollment orientation meeting with teacher, counselor & administrator
- School Site Council/Development of the Single Site Plan for Student Achievement
- ELAC Parent Meetings
- DELAC Parent Meetings
- Back-To-School Night
- Open House
- Parent/Teacher Conference Night
- Parent Conferences as requested by parent/teacher/administrator
- Field Trip Supervision
- Infinite Campus Parent Portal
- Edgenuity Parent Portal

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	6.8	5.1	6.0	10.7	9.7	9.1
Graduation Rate	--	--	--	89.2	92.4	91.5	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	100.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	100.0	81.4	88.6
English Learners	0.0	82.8	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	100.0	74.1

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
Suspensions	0.0	3.5	0.0	6.2	5.9	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

McFarland Independent School has a shared comprehensive emergency and safety plan in place using guidance outlined by California Education Code Sections 32280-32289. Students in MIS meet at the same site as San Joaquin High School - the McFarland Learning Center and a plan is in place for the site. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and constant. A site and district representative attends annual training at the county level in order to stay apprised of updates from the county, state or national level. San Joaquin's Safe School Plan contains policies and procedures to handle school site emergencies. The school uses the SIMS/NIMS (State and National Incident Management System) protocols. Various roles with specific assigned responsibilities for dealing with various types of emergencies are outlined in the plan. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. This plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. Site staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. An updated phone tree of all staff members are revised each year and serve as a portion of the School Safety Plan. The site facility also has safety drills several times per year where students are informed of emergency protocols and procedures. They then practice steps outlined to insure campus safety..

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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												
Mathematics												
Science												
Social Science												

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.14	12
Counselor (Social/Behavioral or Career Development)	.14	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.14	N/A
Social Worker	.14	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.14	N/A
Resource Specialist (non-teaching)	.14	N/A
Other	.14	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	13,526	0	13,526	43,552
District	N/A	N/A	8,853	\$69,603
Percent Difference: School Site and District	N/A	N/A	41.8	-46.0
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	62.0	-48.4

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)

Programs and services available at the school that support and assist each student include:

- Availability of alternative education classes (text-based and web-based independent study coursework) designed to support and assist students by providing opportunities for them to earn enough credits to meet the requirements for a high school diploma.

- Special Education Services, guided by Individualized Educational Plans, for Special Education students through a credentialed Resource Teacher. Specially designed instruction is provided at no cost to parents to meet the unique needs of students with disabilities. In addition to core subject assistance. Steps are planned to assist students with transition from high school to employment and quality adult life.
- College and career education research and exploration
- Mental health and substance abuse prevention counseling, if needed

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,929	\$45,681
Mid-Range Teacher Salary	\$67,589	\$70,601
Highest Teacher Salary	\$86,049	\$89,337
Average Principal Salary (Elementary)	\$106,587	\$110,053
Average Principal Salary (Middle)	\$114,717	\$115,224
Average Principal Salary (High)	\$122,032	\$124,876
Superintendent Salary	\$175,100	\$182,466
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 2017-18)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

McFarland Unified School District offers many varied staff development opportunities throughout the year. Whenever possible, staff receives training designed for serving at-risk students in an alternative education environment and through independent studies. Staff Development topics have included Common Core State Standards, English Language Development, Gang Awareness, WASC Goals and Action Plans, Digital, Active Shooter, Non-Violent Crisis Intervention, Technology Training, and other related areas. The teacher is supported through in-class coaching, teacher-principal meetings, and weekly teacher staff meetings in collaboration with the site continuation high school teachers are held to review student performance data reporting.