

Geyserville New Tech Academy

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	Geyserville New Tech Academy
Street	1300 Moody Ln.
City, State, Zip	Geyserville, Ca, 95441
Phone Number	707-857-3592
Principal	Deborah Bertolucci
Email Address	dbert@gusd.com
Website	www.gusd.com
County-District-School (CDS) Code	49707066103428

Entity	Contact Information
District Name	Geyserville Unified School District
Phone Number	(707) 857-3592
Superintendent	Deborah Bertolucci
Email Address	dbert@gusd.com
Website	www.gusd.com

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

Geyserville is approximately twenty miles north of Santa Rosa, CA in northern Sonoma County. It is an old farming community set in the valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers, and people employed in a wide variety of occupations in Sonoma and the surrounding counties.

Mission Statement:

Geyserville New Tech Academy's goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed. We foster this vision by ensuring each learning experience embodies at least one of the following:

*Knowledge and Thinking

Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

*Agency

Develop Growth Mindset: Students understand that they can grow their intelligence and skills through effort, practice, and challenge.

Take Ownership Over One's Learning: Students learn how to learn and monitor progress to be successful on tasks, school, and life.

*Written communication

Written Communication: Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

*Oral communication

Oral Communication: Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

*Collaboration

Students are productive member of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

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

Grade Level	Number of Students
Grade 6	17
Grade 7	19
Grade 8	22
Grade 9	22
Grade 10	19
Grade 11	12
Grade 12	10
Total Enrollment	121

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.8
Hispanic or Latino	65.3
White	28.1
Two or More Races	5
Socioeconomically Disadvantaged	72.7
English Learners	14
Students with Disabilities	14.9
Homeless	0.8

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	12	13	12	20
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littel	Yes	0
Mathematics	6th Holt/McDougal, Explorations in Core Math 7th - CPM, CC Course 2 8th - CPM, CC Course 3 9th - 12th - CPM, CC Integrated 1 CPM, CC Geometry CPM, CC Algebra 2 CPM, Pre-Calculus CPM, AP Calculus	Yes	0
Science	6-8 Holt, Integrated Science Pearson, Modern Biology Holt, Conceptual Physics Prentice Hall, Merrill Chemistry Glencoe	Yes	0
History-Social Science	Glencoe	Yes	0
Foreign Language	Descubre, Buen Viaje, Asi somos Mexicanos	Yes	0
Health	Glencoe Teen Health Course 1,2,3	Yes	0
Science Laboratory Equipment (grades 9-12)	Same as above		0

School Facility Conditions and Planned Improvements (Most Recent Year)

All facilities are in good condition.

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: 12/31/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Portables are in Fair condition
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	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 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)	41	49	47	46	50	50
Mathematics (grades 3-8 and 11)	22	28	33	37	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	65	64	98.46	1.54	49.21
Male	39	38	97.44	2.56	44.74
Female	26	26	100.00	0.00	56.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	43	43	100.00	0.00	42.86
Native Hawaiian or Pacific Islander					
White	18	17	94.44	5.56	64.71
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	50	49	98.00	2.00	43.75
English Learners	31	31	100.00	0.00	36.67
Students with Disabilities	13	13	100.00	0.00	16.67
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	65	64	98.46	1.54	28.13
Male	39	38	97.44	2.56	31.58
Female	26	26	100.00	0.00	23.08
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	43	43	100.00	0.00	18.60
Native Hawaiian or Pacific Islander					
White	18	17	94.44	5.56	52.94
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.00	2.00	22.45
English Learners	31	31	100.00	0.00	12.90
Students with Disabilities	13	13	100.00	0.00	7.69
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.

Career Technical Education Programs (School Year 2018-19)

GNTA is committed to training tomorrow’s workforce and providing hands-on learning environments for students with interest in post-high school careers in culinary arts, building construction/ welding and agriculture. Programs and classes offer that are specifically focused on career preparation and/or preparation for work include the following CTE courses: Construction / Agriculture, Industrial Arts, Intro to Engineering, Culinary Arts. Our Culinary Arts program offers students a CA food handler's certificate within the first semester of a year-long course. Our Construction/ Ag program is enjoying the first year of a three year grant cycle from the Sonoma CTE Foundation. Students in Con/ag get a chance to explore areas of interest within the building trades, agriculture and related subjects as they build infrastructure for our farm garden vineyard and plan the long range goals of our farm.

These programs and classes are integrated with academic courses and support academic achievement. For example, Construction/Agriculture includes plant and soil science, as well as units on forestry, sustainable practices along with the technical skills welding, carpentry, landscaping, greenhouse work. Garden composts waste from school cafeteria. Culinary cooks with fruits and vegetables grown in garden. The Culinary class learns kitchen knife skills. Students complete a CA Food Handler certification course embedded in the Culinary course. Intro to Engineering has students learning AutoCad along with basic engineering components. Students who take a leadership role in our program have the opportunity to join Construction Corp, a conduit from construction classes in the County to real construction jobs. Students in all shop classes take on challenging group and individual projects which demonstrate their understanding of the concepts related to building engineering, design and safe tool handling. Our unique situation at GNTA makes it possible for students to take shop classes for several years and amass a serious body of work and gain a working knowledge of tools and technical skills used in the building trades and design professions. Students can build projects for the Cloverdale Citrus Fair, sell or display work on campus. To assess the student's knowledge of safety procedures, everyone enrolled in shop must take hands-on and written tests to get safety clearances for tools and equipment. Culinary students have had support from our local community with jobs in food industry. This is our first year with the Intro to Engineering course. We hope to see our students pursue higher level math courses as well as opportunities in post secondary schools. Students are able to see how academic content is applicable in the real world and can be used to further their career development.

The school addresses the needs of all students in career preparation and/or preparation for work by providing small class sizes that provides the opportunity to differentiate curriculum for ELLs as well as students with disabilities. Students constantly uses knowledge gained to create. This provides a unique learning opportunity that is appreciated by all students.

The measurable outcomes for CTE courses relate to the LCAP goal #3: Increase student engagement. The measurable outcomes related to this LCAP goal include: >93% Attendance rate, 100% Course Access, 90% graduation rate.

The primary representative of the districts CTE advisory committee and industries represented are: Outside support, Kathy Goodacre, Amber Figueroa from the Sonoma County CTE Foundation. Steve Jackson, Director of College and Career Readiness @ SCOE.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	52.89
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	20

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
7	26.3	21.1	10.5
9	23.8	23.8	33.3

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)

We love having parents and community members support our students in their learning and success. The district offers many opportunities for parent involvement. Parents are encourage to participate in one or more of the following groups: School Site Council, Boosters Club, Geyserville Educational Foundation, and DELAC (District English Learner Advisory Committee). In addition, support from the Geyserville Kiwanis, Geyserville Chamber of Commerce and Geyserville Oddfellows impacts our students in extraordinary ways.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	0	0	0	0	0	9.7	9.1	9.6
Graduation Rate	100	100	100	100	100	100	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	1.5	10.9	4.6	1.1	7.2	4.1	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)

Geyserville New Tech Academy provides for all students an exceptionally positive and safe learning environment. Students take part in keeping the grounds litter free and participate in school clean-up days. The comprehensive school plan includes an evacuation and drill manual, which is reviewed annually by all staff. Inspections by the local fire chief takes place twice a year to address code compliance and assure that the facilities are safe for students, staff and others. Emergency kits have been supplied for each classroom and office area. Evacuation and fire drills are held at a minimum of one per quarter.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	17	6			17	6			15	7		
Other**												

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	12	9	1		9	15			10	11	1	
Mathematics	14	7			10	14			10	12		
Science	17	6	1		12	10			12	8	1	
Social Science	17	5	1		13	8			13	8		

*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.

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	11,470	371	11,099	\$71,985
District	N/A	N/A	\$4,510	\$52,831
Percent Difference - School Site and District	N/A	N/A	84.4	30.7
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	38.6	10.6

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)

Geyserville New Tech Academy uses project-based learning (PBL) approach. A strong focus on self-directed learning and learner outcomes promotes trust, respect and responsibility. Working on projects as teams makes students accountable to each other and reflects what they will experience in the work environment. Education and learning should be about empowering students to reach their goals and dreams. Students must have the opportunity to apply the knowledge and skills in familiar and unfamiliar ways to continue their learning and build their confidence. PBL embodies a culture of support and empowerment. By engaging, equipping and empowering students, they acquire the knowledge, skills and attributes to be successful in college, careers and life. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals. Geyserville New Tech Academy also offers a study skills early intervention program for Middle school students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,069	\$43,574
Mid-Range Teacher Salary	\$63,421	\$63,243
Highest Teacher Salary	\$77,922	\$86,896
Average Principal Salary (Elementary)	\$96,899	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$122,000	\$136,125
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	1.7

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	7

2018-19

The district has provided a wide range of professional development opportunities for teachers including 3 additional days (2 before school, 1 mid-year). 2 days were spent on Restorative Practices and 1 day for WASC accreditation and Advisory Course Review.

Every Wednesday we provide either: 1) School Business, 2) Critical Friends or 3) Adult Learning Time. The development of this time is driven by staff needs and staff input.

Additional professional development opportunities that our staff have participated in include the following: EL Collaborative, SCOE Class offerings and Restorative Practices.

A majority of our professional development comes from New Tech Network trainings or coaching. New Tech Professional Development opportunities include: PL@NTN Convening, Virtual Workshops, Fall Leadership Summit, Spring Leadership Summit, and Annual Conference.

2019-20

Professional Development is determined by evaluating teacher needs on each campus. Staff was provided Special Education PD specifically targeted at servicing ADD, ADHD, Oppositional defiant disorder (ODD) students. Professional Development was conducted on two early release Wednesdays. Staff is also offered the opportunity to attend trainings/workshops provided by SCOE. Teachers are supported by in-class coaching, teacher-principal meetings, teacher-teacher peer mentors.

English Language Learner Collaborative each month, AVID training during summer and quarterly, PBL training with Center for Excellence (Napa New Tech) twice per year, Leadership Summit four days in March 2020.

Monday and Tuesday 2:45 - 3:15 weekly Project Based Learning (PBL) PD.