

Yuba County Career Preparatory Charter School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Yuba County Career Preparatory Charter
Street	1104 E Street
City, State, Zip	Marysville, CA, 95901
Phone Number	(530) 749-4020
Principal	Jennifer Morrison
E-mail Address	jennifer.morrison@yubacharterschool.org
Web Site	http://www.yubacoe.org/prepcharteracademy
CDS Code	58105875830112

District Contact Information	
District Name	Yuba County Office of Education
Phone Number	(530) 749-4900
Superintendent	Fransisco Reveles
E-mail Address	fransisco.reveles@yubacoe.k12.ca.us
Web Site	www.yubacoe.org

School Description and Mission Statement (School Year 2017-18)

Mission Statement:

Yuba County Career Preparatory Charter School will furnish students with the social and technical skills necessary to be successful in the community, workplace, and continued education. We commit to quality, student-centered education and collaborating closely with families, businesses, and students in order to provide the professional experiences required to transition smoothly into careers and post-secondary education.

Yuba County Career Preparatory Charter School is a Personalized Learning Program. Personalized learning is a unique, blended classroom and independent learning-based public educational model that is tailored to the needs and interests of each individual student. Personalized learning is a progressive approach to public education that honors and recognizes the unique gifts, skills, passions, goals, and attributes of each child. The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The goal is to optimize the student's learning potential and success.

We offer the following choices of educational delivery, overseen by highly qualified California credentialed instructors:

- Individualized learning programs
- Home education support
- Cooperative classes
- Blended instructional strategies and programs
- Small group instruction through blocked classes
- Tutoring
- ROP/CTE and Work Experience Education
- Community College opportunities
- Virtual classrooms
- College and career advisers
- Field studies and virtual field trips
- Externship

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 1	1
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	9
Grade 8	17
Grade 9	30
Grade 10	53
Grade 11	65
Grade 12	95
Total Enrollment	273

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	5.5
Asian	0
Filipino	0
Hispanic or Latino	32.6
Native Hawaiian or Pacific Islander	0.4
White	47.6
Two or More Races	12.1
Socioeconomically Disadvantaged	90.8
English Learners	6.6
Students with Disabilities	20.5
Foster Youth	0.4

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	16	18	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 5, 2017

The most current textbooks were selected from the most corresponding recent list of standards-based materials adopted by the State Board of Education; all textbooks are approved by the local governing board.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts (2007), Houghton Mifflin (2010), Engage NY (2016), Edge ELD A, B, C (2015).	Yes	0.0
Mathematics	Big Ideas Math Integrated I Mathematics (2018) McDougal Littell PreAlgebra and Algebra (2013), My Math (2017), MVP Integrated Math I & II (2015), Personal Finance (2016), and Key to Math (2015).	Yes	0.0.
Science	McGraw (2015), Holt (2014), McMillian (2010), Prentice Hall (2012), Glencoe (2009), Globe Fearon (2013).	Yes	0.0
History-Social Science	Scott Foresman (2011), Pearson Prentice Hall (2013), Glencoe (2015), McPherson (2015), Globe Fearon (2013).	Yes	0.0
Foreign Language	N/A site meets requirement with CTE		
Health	Glencoe (2013).	Yes	0.0
Visual and Performing Arts	Glencoe (2014), Davis (2014).	Yes	0.0
Science Laboratory Equipment (grades 9-12)	microscopes, medical equipment, vet equipment		

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is located on a site that was once a car dealership. The main building has been completely renovated providing additional classroom space and meeting areas. The recently remodeled Independent Study area provides students and teachers with spacious, modern, and technologically rich areas to meet with a sense of privacy. The area is very well lit, organized, and active. Teachers decorate their individual spaces to promote the learning environment, displaying current student work, learning tools, and positive messages. The industrial center has large historic prints of Marysville, from its gold rush days that spur conversation. A full time janitor takes care of the day-to-day cleanliness of the building, as well as the two wings used for the expansive CTE programs, which have been remodeled to include fully functional Vet Tech labs, Welding facilities, and a science classroom to include a wetlab. Every summer, a walk-through is completed of the buildings to see if any major repairs need to be scheduled. Minor and emergency repairs are completed as needed by additional personnel from the Yuba County Office of Education, and occasionally by outside local DIR certified contractors. An on-line work order request can be initiated by school personnel and the maintenance team from the Yuba County Office of Education schedules and completes the repairs. Emergency needs are given the highest priority. Our facilities provide students with a sense of pride. The facility includes a library where textbooks are checked out and reading material, technology devices, and school ID's are available for student check-out/purchase. Five mobile labs allow for testing of independent study students for the yearly standardized tests and exit exams and 1:1 student/device ratio. The site computer lab serves our CTE based day program students in addition to the mobile labs. All rooms are equipped with smart boards and projectors. New asphalt and complete outdoor remodel have the site in top condition. Finally, solar panels have been added to the main CTE wing and are currently functional and in daily use.

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: 12-7-2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The custodial closet received a deficiency mark in overall cleanliness - the closet has since been cleaned and organized and a change in custodial staff implemented.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12-7-2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	19	27	19	30	48	48
Mathematics (grades 3-8 and 11)	4	2	6	12	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	108	93.91	26.85
Male	62	58	93.55	22.41
Female	53	50	94.34	32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	32	100	18.75
White	55	50	90.91	40
Two or More Races	16	15	93.75	20
Socioeconomically Disadvantaged	100	93	93	22.58
English Learners	--	--	--	--
Students with Disabilities	20	18	90	5.56
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	107	93.04	1.87
Male	62	57	91.94	0
Female	53	50	94.34	4
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	32	100	0
White	55	49	89.09	4.08
Two or More Races	16	15	93.75	0
Socioeconomically Disadvantaged	100	92	92	1.09
English Learners	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	18	17	14	27	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Overseen by the YCOE CTE/Adult Education Coordinator, Ken Hamel, YCCPCS offers CTE programs in several Sectors. The Transportation Sector offers Intro, Concentrator, and Capstone classes in the System Diagnostics, Service, and Repair Pathway. The Manufacturing and Product Development Sector offers Intro, Concentrator, and Capstone courses in the Welding and Materials Joining Pathway. Additionally, the Agriculture and Natural Resources Sector offers Intro, Concentrator, and Capstone classes in the Animal Science Pathway, as well as Concentrator and Capstone classes in the Plant and Soil Science Pathway. Finally, the Health Science and Medical Technology Sector offers a Certified Nurse's Assistant class in the Patient Care Pathway. All courses are assigned progressive credits of completion leading toward graduation and pathway certification. Courses are accessible to all enrolled student populations and accommodations are in place to ensure success and attainment. The CTE programs are evaluated using the 11 Essential Elements of a High Quality CTE System tool, oversight by the school, county, and coordinator, and collaboration with the Tri County ROP and community college districts.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	76
% of pupils completing a CTE program and earning a high school diploma	85.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2016-17)

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and family members are encouraged to take an active part in their child's education upon enrollment in YCCPCS. The governing body of the school is an Advisory Committee comprised of an administrator, parents, community business members, students, and teachers. The committee makes recommendations to the Yuba County Superintendent of Schools. When necessary, the Yuba County Office of Education-elected School Board confirm or deny advisory council choices. All parents commit to helping their children be successful students and future community members. Parents are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. This year, parents were invited to class observations and volunteer opportunities, class and performing arts presentations, a student-run car show, parent-led career presentations, and an open house. The school has also put on a breakfast and PBIS award ceremonies. Parents are asked and encouraged to contact their child's teacher and support staff weekly to learn about what is happening at school, how their child is doing, and ways in which to support the student at home. Teachers frequently call, email, text and meet with parents to discuss student progress and tips on how to assist their student. IS students receive weekly feedback and both IS and classroom students receive quarterly progress reports, in addition to complete access to a parent/student portal of grades, progress, and upcoming assignments.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	40.8	52.8	54.5	46.3	55.3	55.6	11.5	10.7	9.7
Graduation Rate	30.1	20.22	25.74	23.53	20.45	22.22	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	41.75	32.05	87.11
Black or African American	0	33.33	79.19
American Indian or Alaska Native	25	16.67	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	33.33	26.53	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	49.02	37.66	90.99
Two or More Races	33.33	31.25	90.59
Socioeconomically Disadvantaged	37.89	30.6	85.45
English Learners	41.67	33.33	55.44
Students with Disabilities	41.38	18.75	63.9
Foster Youth	0	0	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.8	5.4	4.8	9.0	9.1	10.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Yuba County Office of Education Safe School Plan was adopted by the Yuba County Office of Education Board of Trustees on March 10th, 2016. The plan meets the required legal components per California Ed Code. The plan is reviewed by staff at the school site each year after board approval, and on an on-going basis at site staff meetings. YCCPCS drills for all emergency situations including: Lockdown, fire, earthquake, and active shooter. Emergency Evacuation Drill logs are kept with the principal's secretary. Catapult systems are online for emergency situations and communication.

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 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	2014-15				2015-16				2016-17			
	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	11	31	2	1	8	47	1		7	59	2	
Mathematics	6	35	2		5	47			3	23		
Science	4	25			5	32			5	32		
Social Science	7	42			6	55	2		5	60		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	300
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	2.8	N/A
Other	3.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11160.00	518.00	10642.00	\$55,813
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	47.3	

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

Types of Services Funded (Fiscal Year 2016-17)

Revenue for the school was derived from state apportionment as determined by the average daily attendance. Expenditures include textbooks, instructional materials and supplies, and equipment related to additional CTE course offerings and overall school site improvement. Specific costs include equipment, supplies, and training related to the CTE pathways: Aquaponics, Welding, Automotive, CNA, and Veterinary Technician. Additional monies were spent on computers and software, office equipment, rents, leases, utilities, and other overhead costs. Special Education services (above SELPA provided funds), tutoring, EL support, and intervention classes were also provided for students in IS, blended, and full day programs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2016-17)

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

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)

Our LCAP, school mission, and assessment data determined our area's of need and staff development. Our primary focus has been in four area's: Mathematics and common core instruction, Interim assessment review and academic planning, curriculum and material articulation and development, and PBIS and best instructional practices training and review. Data through SBAC and interim assessments show that overall math achievement is far lower than ELA. Teachers in the site-based "Math Cohort" have been attending math training, reviewing assessment results and developing intervention plans for IS and classroom students, reviewing and adopting new curriculum and materials, and completing peer observations to identify and address critical needs and potential supports. The third Wednesday of each month is a day for staff development and cohort collaboration - the focus is on data related systems and reflective practices and improving instruction in PLC's. Teachers have mastered the administration and review of formative and benchmark assessments to drive best practice instruction through the use of Illuminate, allowing for the training component to no longer be necessary, thus the drop from every Wednesday in previous years to the current schedule. The school has been working on developing as a PBIS site, which is currently a Tier 3 school; this was in response to the need to decrease suspension days and build a climate at the school that positively affects student outcomes. The final area of development is in regards to common core adoption of materials, the review, articulation, and development of corresponding curricula, and matching and reinforcing best practices in the IS and classroom assignments. For our site, this includes the cross-curricular incorporation of CTE and community service programs - the CTE teachers also have daily professional development, led by the CTE Coordinator, which includes articulation and alignment to the 11 Essential Elements, curriculum development, and postsecondary education articulation.