

Twin Ridges Home Study Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---------------------------------------|
| School Name | Twin Ridges Home Study Charter School |
| Street | 111 New Mohawk Road |
| City, State, Zip | Nevada City, CA 95959-3226 |
| Phone Number | (530) 478-1815 |
| Principal | Jennifer Dearduff |
| Email Address | Jdearduff@trhs.us |
| Website | www.trhs.us |
| County-District-School (CDS) Code | 29 10298 0126227 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Twin Ridges Home Study Charter |
| Phone Number | (530) 478-1815 |
| Superintendent | Jennifer Dearduff |
| Email Address | Jdearduff@trhs.us |
| Website | www.trhs.us |

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

The mission of Twin Ridges Home Study Charter School is to facilitate excellent student learning in a blend of home and community-based settings. Twin Ridges Home Study Charter School provides an inclusive, and family-friendly school that offers effective educational practices and philosophy with a creative, balanced and learner-centered program. Quality instruction and curriculum are arranged for each student.

Twin Ridges Home Study Charter School provides for a variety of community-building activities through community based events, academic, social emotional, creative arts, and physical activity based enrichment offerings, as well as opportunities for experimental learning, as well as individual site and all school community field trips. Credentialed Supervising Teachers meet with the family at a minimum of every 20 days, however, enrichment classes are offered up to 2 days a week. A generous educational budget of \$1,000 per semester is provided per student to address curriculum needs, academic and physical education based lessons, private tutoring, enrichment classes as well field trips. The staff prides itself on its respect for personal learning styles. Our staff boasts responsiveness to families' preferences for curricula, and are proud of the friendships and community established through enrichment, school wide activities and field trips.

OUR GOALS

- One-on-one teacher student relationships
- Consideration for how students learn and access information
- Increase parent involvement via networking and mutual support
- Community building through multi-age and family field trips, assemblies and group enrichment opportunities
- Access to a wide range of research-based materials, curricular libraries, and a rich selection of hands-on resources to address developmental stages, modalities and deficits.
- Enrichment opportunities that promote academic skills, and provide for positive social experiences
- Varied learning environments
- Parent and teacher professional development opportunities
- Increase access to technology
- Provide for Individualized tutoring
- Increase Community and Mental Health partnerships
- Explore more opportunities for personalized learning options
- Improve upon Intervention supports and targeted learning strategies

ADDITIONAL GOALS INCLUDE:

Providing families the opportunity to choose goals that are in alignment with their educational philosophy.

Aiding parents in maintaining or increasing their skill set and involvement in their child's education.

Providing a collaborative relationship between parents and staff in designing successful programs, strategies, and practices.

Encouraging an environment where parents and staff work together to assess the program by identifying strengths and areas that need improvement.

Implementing supports and interventions to allow for students to increase performance levels.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 18 |
| Grade 1 | 27 |
| Grade 2 | 17 |
| Grade 3 | 29 |
| Grade 4 | 20 |
| Grade 5 | 15 |
| Grade 6 | 9 |
| Grade 7 | 13 |
| Grade 8 | 6 |
| Total Enrollment | 154 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 5.2 |
| American Indian or Alaska Native | 0.6 |
| Asian | 1.9 |
| Hispanic or Latino | 7.8 |
| White | 76 |
| Two or More Races | 7.1 |
| Socioeconomically Disadvantaged | 48.7 |
| Students with Disabilities | 2.6 |
| Homeless | 5.2 |

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 | 9 | 9 | 8 | 8 |
| Without Full Credential | 0 | 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: December 2018

TRHS instructional materials were adopted by the TRHSCS Board of Directors. TRHS instructional materials selected based on both the most recent list of standards-based materials adopted by the State Board of Education (SBE) and approved by the local governing board. All students have their own assigned textbooks and/or instructional materials. As a home study program TRHS kindergarten through grade 8 (K-8) students are supplied supplemental curriculum based on the student's needs and goals.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Moving Beyond the Page, Learning without Tears, Writing with Ease, Explode the Code, All About Reading, Growing with Grammar, AVKO Sequential Spelling | Yes | 0 |
| Mathematics | Singapore Math, Progress in Math | Yes | 0 |
| Science | Moving Beyond the Page, Elemental Science | Yes | 0 |
| History-Social Science | Moving Beyond the Page, Story of the World | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

TRHS is a home study program and the majority of student learning takes place off site with tutoring, field trips, opportunities for experiential learning, as well as enrichment activities. The TRHS learning centers are located in Nevada City with its administration services housed there, as well as in Wheatland at Southern Baptist Church, and in Truckee at the Community Arts Center building. All sites have been assessed for safety, cleanliness, and are deemed by the TRHS stakeholders to be an adequate school. Current school plans for facility improvement include are in the areas of technology, safety, and kitchen compliance to meet state standards for a lunch program. TRHS will continue to support outdoor garden projects and are currently working on beautification projects such as a permaculture environment in Wheatland, as well as a solar energy plan for this site as well. TRHS will continue to improve the outdoor space within the limits of each learning center space. TRHS conducts regular maintenance to ensure good repair. Each facility condition is examined for improvements at least twice per school year.

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: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good Fair | Will discuss with landlord about repairing the depression under carpet outside girls bathroom-Wheatland, will remediate moisture in janitor's closet-Nevada City |
| 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) | 47 | 41 | 43 | 47 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 20 | 20 | 29 | 31 | 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 | 91 | 83 | 91.21 | 8.79 | 40.96 |
| Male | 38 | 35 | 92.11 | 7.89 | 48.57 |
| Female | 53 | 48 | 90.57 | 9.43 | 35.42 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 71 | 64 | 90.14 | 9.86 | 42.19 |
| Two or More Races | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 49 | 46 | 93.88 | 6.12 | 39.13 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| 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 | 91 | 82 | 90.11 | 9.89 | 19.51 |
| Male | 38 | 35 | 92.11 | 7.89 | 22.86 |
| Female | 53 | 47 | 88.68 | 11.32 | 17.02 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 71 | 64 | 90.14 | 9.86 | 20.31 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 49 | 46 | 93.88 | 6.12 | 17.39 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7 | | 18.2 | 54.5 |

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)

The nature of TRHSCS Independent Study model requires a high degree of parental involvement. In this unique program, parents are consistently working together with their children and supervising teacher to create an authentic home school environment. Parents have the opportunity to experience a sense of community with other parents and families, and often collaborate and socialize and together in and out of the school setting. Field trips and other school events are family friendly. Parents supervise learning for at least 20 hours a week with their own children in the home setting. Teachers work very closely with parents and students in family meetings to create optimum learning potential through a wide range of curriculum, site-based classes and experiential learning in the environment that is successful and preferred by the parent and student. Parent workshops are conducted by certified credentialed teachers. Parents have the opportunity to be involved in the school community in organizing and attending events put on by the parent teacher club.

TRHSCS parents are encouraged to get involved in school activities by facilitating enrichment opportunities and school clubs, and also by attending and participating in the TRHS Board of Directors meetings.

Twin Ridges Home Study Charter School is governed by a Board of Directors comprised of parents and school administrators. The Board makes budgetary, program, and policy decisions for the school. The Board of Directors meets once a month and parents can be a part of this important group that helps guide the school. Parties interested in joining the Board of Directors should contact the School Director, Jennifer Dearduff at Jdearduff@trhs.us.

The public is always welcome to attend Board Meetings.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.0 | 0.0 | 0.0 | 0.7 | 0.7 | 0.5 | 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)

The director and site coordinators from the Truckee, Nevada City and Wheatland site meet with the Nevada County Superintendent of Schools Safety Coordinator each year to review school safety plans and walk through sites for safety checks. The county safety coordinator also comes to the site to present a safety school assembly each year. The school safety plan is also reviewed once a year by the Nevada County Office of Education during their site visits.

Standard safety plans are in place in the building and on the playgrounds. Plans for exiting the building are posted, each EXIT is marked, fire drills are done monthly, all emergency numbers for Nevada County and contiguous counties are posted and emergency procedures are posted in the office. Health and safety policies include information on vaccination; and annually, the school nurse provides vision hearing and scoliosis screening. The school participates in the California Healthy Kids survey each years in which staff, students and parents have the opportunity to evaluate school safety and healthy school culture. The TRHSCS School safety plan was most recently approved by the TRHSCS Board of Directors in September 2018. The School Safety Plan will again be looked at for approval in February 2020 by the TRHSCS Board of Directors. Nevada City Police Department, Fire Department and the NCSOS School Nurse were involved in the construction of the School Safety Plan. TRHSCS Staff are trained by NCSOS Safety coordinator.

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.

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 | 8687.80 | 732.14 | 7955.65 | 49866 |
| District | N/A | N/A | | |
| Percent Difference - School Site and District | N/A | N/A | | 0.0 |
| State | N/A | N/A | \$7,506.64 | |
| Percent Difference - School Site and State | N/A | N/A | | |

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)

TRHSCS features a non-classroom based program. There is a large lending library of literature, traditional and alternative texts, and hands-on learning materials in all subject areas. Non-consumable learning materials are lent to families at no cost. Each student has an "Educational Budget allowance" (\$1,000 per semester, \$2,000 per year) to purchase consumable learning materials, partake in TRHSCS enrichment opportunities on site, or in the community, as well as lessons, tutoring, and field trips. Services are approved by the school as well as the coordination of payment with individual vendors. The parents and supervising teacher collaborate on how the educational budget is best used. The school belongs to a JPA of 5 charter schools to provide special education services that include providers in the following areas: Educational Psychologist, Educational Related Mental Health provider, a Speech and Language Therapist, and a Resource Specialist. The County Office provides and bills the school for OT, Vision and adaptive PE when required on an IEP.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| 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 <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

Common Core Trainings are the primary/major areas of focus for staff development:

These areas were selected by the teachers and staff at TRHSCS and approved by the Board of Directors. In addition the primary/major areas of focus for staff development include STEAM and environmental sustainability trainings. After school workshops, conference attendance, individual mentoring and three staff development training days are among the professional development activities at TRHSCS.

Workshops include:

- Mathematics and STEAM presented by NCSOS
- Teaching Math with Math Game Workshops
- Personalized Learning System Training presented by School Pathways
- Step Up to Writing Workshop
- BACA Academy Art Workshop
- California Charter School Development Center Conference (CSDC)
- Specialized Training for Military Parents and Professionals presented by Beale Air Force Base
- Special Education Training presented by local SELPA, topics include "Executive Functioning" (in relation to Autism) "Asperger Syndrome: Understanding and Addressing the Complexities and Subtleties"
- Behavior Response Strategies training presented by NCSOS Charter Cooperative School Psychologist
- Anti- Bullying workshop presented by NCSOS Charter Cooperative School Nurse
- High Impact Communication Skills for Women Educators
- Completion of "Beginner's Guide to Computers" through Sierra College Community Education
- Charter Schools Development Center Leadership Conference
- CPR and Safety Trainings
- NCSOS sponsored workshops: SELPA, SARB, Sexual Harassment, Math, Brown Act, Transitional Kindergarten, CDE & County presentation Parent Round Tables offered to parents and Teachers: Structures for Motivating Children
- NEVCO Common Core Trainings
- Sierra Streams Ecology Trainings

- Deep Space Sparkle Art Conference
- Art Anatomy workshop with Colleen Barry at the Stanford Medical Center
- Art Anatomy workshop with Steven Asseal
- Classical Realism Art workshop
- Understanding Depths of Knowledge (compare Webb's Depth of Knowledge and Bloom's Taxonomy , explore cognitive rigor, practice applying levels of DOK to different types of tasks and assessments)
- STEAM: Design Thinking and NGSS (Next Generation Science Standards)
- Teaching Understanding through Kandinsky's Concentric Circles (art class exploring famous artist's Chromestheia and how that affected/influenced his art through his unique way of experience the world around him. The idea is to create exposure for students' to other's needs/perspective)
- CUE Conference - Computer Using Educators conference
- Singapore Math Made Easy - Grades 1-4 math review
- Sierra Streams Ecology Trainings
- Yearly County Wide Staff Development Trainings
- CAASP Webinars for testing administration and student support