

Anderson New Technology High 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	Anderson New Technology High School
Street	2098 North Street
City, State, Zip	Anderson
Phone Number	530-365-3100
Principal	Carol Germano
E-mail Address	cgermano@auhsd.net
Web Site	http://www.anths.org
CDS Code	4530333

District Contact Information	
District Name	Anderson Union High School District
Phone Number	530-378-0568
Superintendent	Tim Azevedo
E-mail Address	tazevedo@auhsd.net
Web Site	http://www.auhsd.net

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

Anderson New Technology High School (ANTHS) is a project based learning (PBL) school whose vision as a collaborative community recognizes and develops potential in all of our students. Students become effective communicators, critical thinkers, resilient learners and engaged citizens. Our mission at New Tech is not to simply cover material--we explore solutions together through our problem and project based learning curriculum. This approach to education allows us to be a highly integrative network which extends beyond the walls of our classrooms out into the community and into the larger world. Our emphasis on collaboration and teamwork ensures that students find a place here and that they develop leadership, communication, and resiliency. In this challenging environment, we value questions more than answers. We teach our students to interpret, connect, evaluate, and justify. Ultimately, our students learn to think independently. We view our students, parents, teachers, administration, and support staff as a community, and we work hard to create a challenging, yet supportive environment in which all students have the opportunity to achieve and grow. The positive learning environment and access to a variety of resources give our students the support they need in all these areas, and puts students in the driver's seat of their own education. We prepare our students for life!

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

Grade Level	Number of Students
Grade 9	59
Grade 10	50
Grade 11	42
Grade 12	38
Total Enrollment	189

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	8.5
Asian	1.1
Filipino	0.5
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.0
White	72.5
Socioeconomically Disadvantaged	53.4
English Learners	2.1
Students with Disabilities	7.4
Foster Youth	0.5

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	10	15	13	83
Without Full Credential	2	1	0	4
Teaching Outside Subject Area of Competence (with full credential)	6	2	4	25

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	2	0	1
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: August 2018

We are a problem based learning school, which means our students use texts for research purposes only. All classes have 1:1 computers except for the math classes which have 10 chromebooks. Our students use the internet daily for research, collaboration with other students, developing presentations, etc.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Mathematics	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
History-Social Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Health	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Visual and Performing Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2016 we began our school garden project using a grant from the McConnell Foundation. In the first phase we leveled the ground and put in the infrastructure for a drip irrigation system. We added fencing and gates and seeded the hillside outside the garden to prevent erosion. In the second phase we have bought 14, raised garden beds (4 X 8 Feet), that we put together ourselves. We added a shed to keep all of our equipment and tools. We put in two new sets of stairs leading from the classrooms to the upper level of the parking lot where the garden and basketball court are located. We brought in good soil and we are waiting on the delivery of gravel before we start planting.

We replaced cameras that were old and added a couple of more cameras for a total of 10 cameras outside and 2 cameras on both sets of stairs. A new camera was placed upstairs.

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: May 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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: May 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New Roof was put on the summer of 2015 and there have been no leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A perimeter fence was installed on the campus.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 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)	74.0	76.0	56.0	55.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	54.0	28.0	29.0	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	42	41	97.62	75.61
Male	27	27	100.00	74.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	15	14	93.33	78.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	30	30	100.00	73.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	76.47
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	41	97.62	53.66
Male	27	27	100	59.26
Female	15	14	93.33	42.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	30	30	100	53.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100	64.71
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	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)

Two years ago we received a small CTEIG grant from the state that provided curriculum for our freshmen to participate in the Career Choices program. This will be added onto each year and will follow the students for six years after their graduation from New Tech. This is the beginning of preparing our students to focus on a career and exploring their opportunities. Nearly all of our students participate in one way or another in CTE classes where they gain valuable “real-world” experiences with industry standard skills. Another strength of our program is our ability to send students to the Shasta Trinity Regional Occupation Center. Our students have choices in Firefighting, Administration of Justice, Culinary, Medical Careers, Cosmetology, Careers with Children and Child Psychology, Cisco Networking and A+ certification, and Automotive Technology. Our students complete a program with important job skills and work place confidence enabling them to be competitive in the job market or in their college studies. In addition we have put together pamphlets that show students and parents the classes they should take over their four years at New Tech for each CTE pathway. We started a new CTE concentrator class this year, Business Management and Communication. I had 1 teacher get his preliminary CTE credential over the summer and I have 5 more teachers collecting their needed paperwork in order to apply for their preliminary CTE credential. In the spring of 2018 another teacher completed her CTE credential and we now have two pathways in the arts.

Because we are a project based school all of our classes, both academic and CTE support each other for their postsecondary success. We spend a lot of time with our students on their speaking and writing skills. Students are taught how to present themselves, how to dress professionally, what is expected in the real world job market, etc. All of our programs are available to all of our students, we have several of our IEP students participating in the CTE classes. We measure our success by how many of our students take and complete CTE courses as well as those who complete a pathway. The outcomes (standards students learn) for each class are listed in the syllabus and each standard is tested along the way.

The main representative of the district's CTE advisory committee is Ted James and the industries that are represented on our committee are Ag, culinary, product manufacturing, transportation, and information.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	69
% of pupils completing a CTE program and earning a high school diploma	50
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	93

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	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.8

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
9	23.2	30.4	23.2

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)

Parental involvement is welcomed and may come by direct or indirect contact with staff and students. Programs and activities at Anderson New Technology High School that benefit from parental involvement include: an orientation program at the beginning of the school year in which we involve parents, guest speakers, and staff; dances and other events that require chaperones; graduation committees; and fund-raising events. We encourage parents to be judges for our project presentations throughout their child's time at our school. Parents may also participate on our Advisory Leadership Board. In addition, we involve our parents in recruiting efforts for enrollment in upcoming school years.

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	33.3	11.5	3.0	13.4	9.9	10.1	10.7	9.7	9.1
Graduation Rate	66.7	84.6	97.0	85.6	88.9	87.5	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	88.9	92.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	91.3	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	75.0	91.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	89.7	90.2	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	84.2	92.5	88.6
English Learners	0.0	55.6	56.7
Students with Disabilities	0.0	64.5	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	2.9	1.9	1.0	7.7	9.9	8.7	3.7	3.7	3.5
Expulsions	0.8	0.0	0.5	0.2	0.3	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our School Safety Plan was last reviewed, updated, and discussed with school faculty in September 2017. Our current plan includes evacuation procedures and process instructions in the event of an emergency or catastrophic event. We have fire drills at least two times per year as well as for earthquakes and lockdown drills for intruders off campus, as well as for on campus. On February 13, 2013, the local police department trained all staff on intruder on campus safety measures. We have placed a panic button under the front desk (like the ones that banks have) that signals the Anderson Police Department that we have an intruder. For the most part, we have a single enclosed building and the campus is closed. We currently have 10 cameras surrounding the outside of our school and 2 indoor ones on the staircases. A perimeter fence was installed on the campus in the fall of 2018, which has helped the community be more aware of our surrounding borders.

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	24.0	4	2	3	20.0	6	2	1	21.0	6	2	1
Mathematics	23.0	3	5		11.0	16	1		18.0	8	3	
Science	29.0		5		21.0	3	3		22.0	2	3	
Social Science	31.0	1	1	5	30.0		4	2	32.0		4	2

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	1	189
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	10990.00	1010.00	9980.00	60191.00
District	N/A	N/A	8231.00	\$68,744
Percent Difference: School Site and District	N/A	N/A	19.2	-13.3
State	N/A	N/A	\$7,125	\$79,496
Percent Difference: School Site and State	N/A	N/A	33.4	-27.6

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 2017-18)

Services as defined in the Charter School's Local Control Accountability Plan (LCAP); District Services

- Special Education
- ROP
- IMFRP Instructional Material
- Prop 39
- Educator Effectiveness
- LCFF Supplemental/Concentration

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,168	\$48,783
Mid-Range Teacher Salary	\$64,360	\$80,177
Highest Teacher Salary	\$86,020	\$104,535
Average Principal Salary (Elementary)	\$0	\$128,506
Average Principal Salary (Middle)	\$0	\$154,350
Average Principal Salary (High)	\$110,309	\$133,486
Superintendent Salary	\$166,464	\$181,868
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	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)

The District offers three district wide in-service days for all staff in addition to numerous release days for departments and individuals to receive professional development around specific topics. New Tech has brought five teachers to the annual New Tech Conference for the last few years. Different teachers go each year so that everyone is receiving professional development in project based learning on a regular basis. In addition, teachers have gone to subject conferences, as well as, conferences based on trauma informed practices in schools and the best way to implement these practices. New Tech brought in an expert on Restorative practices the summer of 2016 and all staff, both certificated and classified were trained in the practices. In January of 2017, several staff meeting days, (3), were dedicated to learning about best trauma induced strategies for the classroom. Capturing Kids Hearts was attended by the administration at New Tech and will be presented to the group as a whole later this year. One teacher has been trained to be able to give and score the CELDT testing, and two teachers have been trained for going to WASC accreditations, which will be helpful for this year as we are going through our own WASC accreditation renewal in the spring of 2018. Staff retreats are held at least twice a year for one to two days. Fall of 2018-19, 3 staff and the principal are working on an MTSS grant. They are attending 4 trainings, that are two days each, to evaluate data, and to build a multi dimensional tiered system of support, that will be implemented the next school year. We are giving school inservice during staff meetings every Wednesday reviewing and colabrating how the staff uses our process for PBL. This is every Wednesday for an hour.