

Newcastle Charter School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Newcastle Charter School
Street	8951 Valley View Drive
City, State, Zip	Newcastle, CA 95658
Phone Number	916.663.3307
Principal	Kris Knutson
E-mail Address	kknutson@newcastle.k12.ca.us
Web Site	http://nec.newcastledistrict.org/
CDS Code	3166852 26031157

District Contact Information	
District Name	Newcastle Elementary School District
Phone Number	916.259.2832
Superintendent	Kathleen Daugherty
E-mail Address	kdaugherty@newcastle.k12.ca.us
Web Site	www.newcastle.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Newcastle Elementary School and District, located at the gateway to the foothills, first opened to 44 first through eighth grade students in 1865. Although the building location has moved three times and enrollment for the elementary school has grown to over 400 students, it is still a small and close-knit community school, serving kindergarten through eighth grade district and charter students on the same campus and in the same classes.

Newcastle Vision: Newcastle School is the cornerstone of a lifelong community of learners where students, staff, families and community work together to encourage responsibility, integrity and enthusiasm for learning; students are prepared to the highest level of social, moral, and academic development; students are capable of using all learning experiences to contribute to their school / community and global environment.

Newcastle Mission: The Newcastle Elementary School District is committed to work in a partnership with the home and community. Our students will be provided with an educational program designed to develop attitudes, knowledge, creativity and skills necessary to become active and effective global citizens. Our students will be supported in a safe, positive learning environment that meets all students' needs, and fosters healthy academic, social, emotional and physical development.

School Motto: "Newcastle Knights - Shining Above the Rest"

Newcastle School's vision encourages staff, community and students to work together developing responsibility, integrity and an enthusiasm for learning. Character Education and the Second Steps program is an integral part of the positive school climate. Principal Kris Knutson leads a devoted staff of 23 teachers, a school psychologist, a speech and language pathologist, school nurse, classroom assistants and support personnel. Among our classified employees are: paraprofessionals, three custodians, a library support person, a computer technology support person, and administrative assistant/secretary. The staff and administration are dedicated to creating 21st Century citizens who are academically successful, good communicators and problem solvers and aware of their relationship with others.

Student demographics are shown in the attached chart.

The district is comprised of 5 charter schools along with the elementary school. The Newcastle elementary School program begins with a transitional kindergarten program and ends with 8th grade. Students exiting from us typically move to Del Oro High School or Placer High School in the Placer Union High School District. In the Newcastle school community, we believe that every child can be successful. Newcastle Charter School enjoys the reputation of having a very strong academic and social program with capable, caring staff and administration. The school provides for academic achievement through an articulated, integrated and rigorous curricular program which is project-based, focused on the common core standards and rich with art, music, drama, and dance. Newcastle is 1:1 with technology. It is woven into the curriculum and students progressively follow a digital path through the 8th grade. The school has high expectations and has a goal to have all students be proficient or advanced in reading, math, science and social science at their respective grade levels as measured by the annual Smarter Balanced testing program and trimester core curriculum summative assessments, and proficient with the National Technology Standards. In the Newcastle school community, we believe that every child can be successful, but not necessarily in the same way or on the same day and we work together to create opportunities for success for all students.

Students receive differentiated instruction daily through flex time in the four core areas. Each class has the benefit of an instructional assistant to support instruction and small groups during this time. All students are offered weekly classroom music, dance movement) and technology programs. PE is taught by certificated PE instructors. In addition, sixth through eighth grade students participate in classes of interest ranging from the arts to foreign language through the exploratory program. The leadership program and the yearbook class offer additional experiences for students. After School sports is open to students with good scholarship and citizenship in grades 7 & 8. Students who qualify may participate in additional GATE activities and school site clubs including history, science/adventure and Odyssey of the Mind.

Student Recognition

Classroom award programs, student council, student of the month assemblies, Stellar Knight badges, perfect attendance, honor role letters, sports banquets, rallies, monthly newsletters and bumper stickers provide opportunities for student recognition. After school and extracurricular programs such as sports, G.A.T.E., Odyssey of the Mind, STEM club and dances set high expectations on positive discipline and base membership and participation on positive citizenship. Teachers and coaches remind students that citizenship and grades are expected and valued. They also reinforce school-wide character traits.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	47
Grade 1	24
Grade 2	22
Grade 3	18
Grade 4	19
Grade 5	38
Grade 6	23
Grade 7	33
Grade 8	24
Total Enrollment	248

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0.0
Hispanic or Latino	4.8
Native Hawaiian or Pacific Islander	0.0
White	86.3
Two or More Races	6.0
Socioeconomically Disadvantaged	18.1
English Learners	1.2
Students with Disabilities	4.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	21	21	39
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	85.26	14.74
High-Poverty Schools in District	0.00	100.00
Low-Poverty Schools in District	97.79	2.21

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 9/12/14

Newcastle Elementary School District held a Public Hearing on September 12th, 2013, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 6: Houghton Mifflan Kindergarten-Grade 5: Handwriting Without Tears Grade 6: Pearson Grade 4-5: Step Up To Writing	Yes	0%
Mathematics	Kindergarten-Grade 5: Houghton Mifflin Expressions Grade 6-8: CPM	Yes	0%
Science	Kindergarten: California Science Grade 1: Scott Foresman Grade 2-5: Scott Foresman Grade 6-8: Prentice Hall	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Kindergarten: Character Building/Anti Bullying Kindergarten-Grade 5: Scott Foresman Grade 6-8: TCI History Alive	Yes	0%
Foreign Language	Rosetta Stone 6-8, Sombrero Time K-3	Yes	0%
Health	https://www.healthteacher.com/	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Newcastle Charter School works closely with Placer County Office of Education to maintain safe, clean and state-conforming facilities. The current school buildings were constructed in 1963 and have been through modernization. Recent remodeling on campus includes the a new kindergarten playground, the addition of another portable on site to house the kindergarten classes, a new staff/workroom, new roof systems and repaving of all the playgrounds. In addition, safety cameras were installed to keep the campus free from vandalism and graffiti.

Cleaning Process

All classrooms, restrooms, and the cafeteria are cleaned on a daily basis using the guidelines developed by Placer County Office of Education and adopted by the governing board. A more thorough cleaning along with routine maintenance and repairs to buildings and grounds takes place during scheduled vacations and school breaks.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/29/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Sewer line on east side of campus is in need of repair/ replacement due to tree roots.
Interior: Interior Surfaces		X		Carpets are in need of replacement due to age (wear and tear from high traffic)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Dry rot around windows and panels and on awning covers

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/29/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		BLDG's 100/200/300: exterior wood trim needs replacing;;window wood trim needs replacing Parking areas: main parking area asphalt needs to be replaced; cracked concrete by flagpoe needs to be replaced upper grade playground and ball field: ball field and perimeter back drains need to be fixed

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		X	X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	79	87	88	80	82	85	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	85
All Student at the School	88
Male	85
Female	91
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	88
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72	81	82	73	79	75	54	56	55
Mathematics	66	77	81	68	76	74	49	50	50
History-Social Science	67	80	85	65	81	70	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	3	7	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-9	26	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-19	19	15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	6.2	40.6	43.8

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 Parental Involvement State Priority (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 (Most Recent Year)

Newcastle School and Charter School is a focal point for students, their parents and community. Parents play important roles in the education of their children through active and ongoing involvement in the many programs and events sponsored by the District and the local clubs and organizations. Many forms of parental involvement are available including the school's Parent Teacher Club, which has regular meetings and many opportunities to assist students and staff. Volunteer and involvement opportunities include Literature Circle Leaders, Enrichment facilitators, Art Docent, Music Docent, Garden Docent, project coordinator, room parent coordinator, playground supervisor, field trip supervisor, career presenter, athletic coach, and individual classroom support requests.

Opportunities for parents to take on leadership roles occur through the School Site Council, Facilities Committee, Site Safety, Parent Involvement Committee, and Newcastle Health and Wellness Committee. The School Site Council members meet regularly to provide oversight to the Charter school and make recommendations for changes in program, charter focus and language.

We enjoy active partnerships with various clubs, churches, and organizations such as the Newcastle Golden Spike Lions, Newcastle 4-H, Scouting, Newcastle Fire Protection District and the Newcastle Community Association. We believe in community service and students are held accountable for participating school and community service projects before promotion to high school.

Parents and community members who wish to participate in school or district committees, leadership teams, school activities or become a volunteer may contact the school office at 916.663.3307. Volunteers for school activities must have fingerprint clearance.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.5	1.3	1.2	0.7	0.5	0.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

A focus on safety has given Newcastle a campus that is free of violence, drugs, and crime. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee reviews the CSSP and conducts school safety inspections annually. Evacuation drills are held monthly and evacuation procedures are communicated to parents. The school staff explains policies about safety, behavior expectations, bullying and harassment annually to students and parents. Along with the annual February review and refinement of the Comprehensive Safety Plan, the Safe Schools Plan was also reviewed, refined and approved in March of 2013 and 2014 by the School Site Council and the Newcastle School Board of Trustees. Completed goals included: the creation of emergency routes off the campus, a refinement of emergency procedures, classroom first aid and emergency kits, training in first aid, refinement of all levels of threat procedures, school notification system for emergencies, CPR for staff, and development of a new anti-bullying policy for all students. New goals were written in the areas of campus cleanliness and maintenance, cafeteria and classroom student hand sanitation, roof repair/replacement, Shelter in Place/ lockdown procedures and campus evacuation, as well as student emotional safety and positive student 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	yes	yes
Met Participation Rate: English-Language Arts	yes	yes
Met Participation Rate: Mathematics	yes	yes
Met Percent Proficient: English-Language Arts	yes	yes
Met Percent Proficient: Mathematics	yes	yes

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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+
K	7.3	3	0	0	12	3			16	3		
1	8.5	2	0	0	11	2			12	2		
2	10.3	3	0	0	10	2			11	2		
3	12.5	2	0	0	9	2			9	2		
4	17	1	0	0	15	2			10	2		
5	13	3	0	0	17	1			19	2		
6					14	17	1		12	12	1	
Other												

Note: 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	2011-12				2012-13				2013-14			
	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	11.8	3	1	0	14	4			14	4		
Mathematics	16	2	1	0	11	5			11	5		
Science	15.7	2	1	0	14	4			14	4		
Social Science	11.8	4	0	0	14	4			14	4		

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.5	---
Psychologist	1	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	.75	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,119	\$1074	\$6,045	\$59,557
District	---	---	\$5,521	\$59,557
Percent Difference: School Site and District	---	---	9.5	0.0
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---	28.9	2.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Newcastle Elementary School District spent an average of \$12,630 to educate each student (based on 2013-14 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Newcastle Elementary received state and federal funding for the following categorical funds and other support programs.

Title I services are provided for students needing assistance in grades 1-8 in reading and math. A computer lab with an instructional assistant is provided with time scheduled each week for all classes and is funded through general fund. In addition a 30% certificated technology mentor is funded through district general funds. Each classroom teacher has an instructional assistant for a minimum of 30 minutes each day, funded through Title 1 or the District designated School Improvement fund. A District GATE coordinator, Star Reading and Accelerated Reading programs and Accellus are funded via designated student support funds and the school operates an after school academy for additional academic support. In addition, we receive Special Education funding and Professional Development. The above funding sources also support release time and staff development.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,124	\$38,970
Mid-Range Teacher Salary	56,124	\$56,096
Highest Teacher Salary	73,963	\$71,434
Average Principal Salary (Elementary)	97,000	\$91,570
Average Principal Salary (Middle)	NA	\$97,460
Average Principal Salary (High)	NA	\$99,544
Superintendent Salary	140,000	\$107,071
Percent of Budget for Teacher Salaries	43	36
Percent of Budget for Administrative Salaries	10	7

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

Professional Development

Newcastle Elementary School District offered two staff development days for 2013-14 and two staff development days for 2012-13. In addition, one day each month from the early release schedule is used for teacher training. Teachers attend workshops which support the implementation of school-wide and professional growth goals relating to student achievement and student emotional safety. Instructional assistants are also given an opportunity to attend workshops which support the curriculum. The emphasis of the current staff development program is on student assessment through project-based instruction and 21st Century skills with a focus on differentiated instruction, Common Core Implementation, Step Up to Writing, technology integration, Google Apps, web design, and data analysis. In addition, Individual staff and teacher groups received additional training in Mac technologies, best practices in math, health, anti bullying strategies and character education.