

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2015-2016 School Year**  
*Published During 2016-2017*

## *For TLC+ Non-Public School*

**Address: 380 Arneill Road; Camarillo, CA 93010 Phone: 805-987-9852**  
**Principal: Hilda Salas Grade Span: 1-12**

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.

**Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### School Contact Information – Most Recent Year

<b>School Name</b>	Teaching Learning Creating, Plus (TLC+)
<b>Street</b>	380 Arneill Road
<b>City, State, Zip</b>	Camarillo, CA 93010
<b>Phone Number</b>	805-987-9852
<b>Principal</b>	Hilda Salas
<b>E-mail Address</b>	<a href="mailto:hilda@tlcplus.org">hilda@tlcplus.org</a>
<b>Web Site</b>	<a href="http://www.tlcplus.org">www.tlcplus.org</a>
<b>County-District-School (CDS) Code</b>	56-72546-0126813

### School Description and Mission Statement – Most Recent Year

TLC+ came to fruition through the energy and creativity of a group of educators committed to providing a dynamic educational experience for students in need of a non-public school (NPS) placement. All educators involved with the creation of TLC+ have had first-hand, extensive experience with students in a NPS setting and had come to the realization that their own passion lies with working with this very special group of students.

TLC+ serves students with a handicapping condition of Emotional Disturbance, Specific Learning Disability, Other Health Impairment, Mild Developmental Delay, Traumatic Brain Injury, or High Functioning Autism. Referral must be made through the student school district. TLC+ serves all districts in the Ventura County SELPA.

TLC+ is located on the grounds of Good Shepherd Lutheran Church (GSLC) on the second floor of the two story educational building, facing Fulton Street, with Barry Street as the closest cross street. TLC+ is not affiliated with GSLC and is certified by the State of California, Department of Education.

The school currently consists of 3 classrooms, a “chill” room which is our counseling office, bathroom, staff work room, file storage room, administrative office, and a large playfield. The field includes a track

where students can walk or run for exercise, as well as a climbing apparatus for younger students. The grassy field provides abundant space for soccer, football, baseball, or a variety of other games and is used on a daily basis by the students of TLC+.

TLC+ also has use of the Multipurpose room for special events throughout the year, such as Science Night, Talent Show, Awards Ceremonies and Graduations.

Classrooms are large and furnished with large tables, instead of individual desks, accommodating 2 to 4 students. The furnishings establish an environment conducive to cooperative learning and increased opportunities for appropriate socialization. Individual desks are provided should the student require such work space.

At TLC+ you will find a school where teachers are highly skilled in the area of academics, in addition to a staff that genuinely cares about the success of the student and helping him/her develop into a contributing member society. At TLC+, we have created a culture of nurturing not only the intellectual side of the student but also the creative and social/emotional growth so that each of our students becomes a well-rounded individual, ready to take on college courses, vocational training, or step into the world of work upon graduation. We strive to make the students stay enjoyable by providing delicious and diverse lunches and snacks as well as courses of interest such as gardening, music, art, film appreciation, photography, astronomy, and more. We will assist the student in their goal to return to a less restrictive campus by providing the support needed on a daily basis through small classes, individual attention, and counseling services as needed.

## **Mission Statement:**

*Teaching:* To offer a safe and stimulating educational setting for students with individualized academic needs, where a standards-based curriculum is offered through a fully qualified and supportive team of professionals.

*Learning:* To support individual learning styles through a variety of experiences building on strengths and using differentiated activities to enrich student knowledge.

*Creating:* To promote student creativity by providing opportunities to participate in hands-on electives, field trips, and community outreach programs.

*Plus:* To provide an environment which supports collaborative learning, positive relationships, social and emotional growth, and active leadership.

### **Student Enrollment by Grade Level (School Year 2014–15)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	2
Ungraded Elementary	0
Grade 9	1
Grade 10	5
Grade 11	6
Grade 12	7
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>21</b>

## Student Enrollment by Student Group (School Year 2014–15)

Group	Percent of Total Enrollment
Black or African American	5%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	57%
Native Hawaiian or Pacific Islander	0%
White	24%
Two or More Races	14%
Socioeconomically Disadvantaged	66%
English Learners	.47%
Students with Disabilities	100%

## 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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	2	2	2	DPL
Without Full Credential	1	1	1	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2016–17
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 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 – Most Recent Year

*Year and month in which data were collected:*

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Full Set	DPL	0%
Mathematics	Full Set	DPL	0%
Science	Full Set	DPL	0%
History-Social Science	Full Set	DPL	0%
Foreign Language		DPL	0%
Health	Full Set	DPL	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	As needed/requested by teacher	N/A	0%

### School Facility Conditions and Planned Improvements – Most Recent Year

*TLC+ indoor and outdoor conditions are safe and conducive to learning and physical play. The building is well-maintained, with portable heating and air conditioning and ceiling fans throughout. The outdoor space has a large area for students to engage in sports activities along with a pay structure for small children. A small garden is maintained by the students, incorporating science lessons with gardening activities. All repairs are completed in a timely manner by independent contractors or through maintenance team of the property owners. Students are not on campus at any time without staff supervision as students arrive to the school through TLC+ provided transportation. Therefore, students are not on campus at any time without staff supervision as students are transported home through TLC+ provided transportation.*

## School Facility Good Repair Status – Most Recent Year

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation				
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		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
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A						

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

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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

### 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
<b>All Students in the LEA</b>	
<b>All Students at the School</b>	
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.



## 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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts									
Mathematics									
History-Social Science									

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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

## Academic Performance Index Ranks – Three-Year Comparison

API Rank	2012–13	2013–14	2014–15
Statewide			
Similar Schools			

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

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

## Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011–12	Actual API Change 2012–13	Actual API Change 2013–14
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

### Career Technical Education Programs (School Year 2014–15)

*TLC+ does not offer any specific programs, however students are given guidance in the following manner. Career and vocational assessment are provided in congruence with a trait and factor theory approach. Students are presented with John Holland's typology inventory, which helps students ascertain the types of career preferences that fit their individual personalities.*

*When career clusters are established following the results of the typology inventory students choose 3 or more career areas of interest and education pathways are then generated. These pathways include exploration of college majors and pre-requisite courses along with vocational school that offer courses in areas of career interest.*

*Students are also provided opportunities to visit local community colleges well as vocational institutions to receive hands-on perspective. Furthermore, upon narrowing student's area of higher education, FAFSA applications as well as school applications are completed with the aid of a school counselor.*

*Additionally students at TLC+ are encouraged and provided opportunity towards work experience while enrolled, through a Workability Program. The Workability Program highlights resume building, mock interviews and job applications that lead to part-time employment in various fields of interest.*

*These modalities afford students the opportunity for a well-rounded perspective on what is required to succeed in higher education, pay for higher education and gain work experience while attending TLC+.*

### Career Technical Education Participation (School Year 2014–15)

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

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English-Language Arts									
Mathematics									

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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013–14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA						
All Student at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

## California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9			

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.

\*\*Individual test results are sent to referring districts. Additionally number of students in each grade category would be ten or less, resulting in statistical inaccuracy as noted above.

## 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

*Parents are encouraged to participate in their child's education and take an active role by attending school events such as Back to School Night, Science Night, Community Fair, Open House and Graduation. Additionally, at the time of enrolling their student, parents are given an Parent Skills Inventory so the school is aware of various talents parents can contribute to TLC+. Parents are also informed and aware of day to day events in the school and their child's behavior and academic progress on a daily basis via a daily point sheet that is taken home every afternoon. Parents are welcome at any time during the school day or are welcome to set up an appointment to meet with school staff.*

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate									
Graduation Rate	N/a	N/A	100%						

## Completion of High School Graduation Requirements – Graduating Class of 2016

Group	School	District	State
All Students			
Black or African American	1		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1		
Native Hawaiian or Pacific Islander			
White			
Two or More Races	1		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

### 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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	N/A	5	7						
Expulsions	N/A	0	0						

### School Safety Plan – Most Recent Year

*TLC+ has a disaster plan in case of an earthquake or other major disaster. Emergency food and water is stored outside of the main school building as well as emergency cards and emergency equipment. Emergency kits are readily available to take, at arms length, on the way out the door. Fire drills and vehicle emergency drills are held every quarter. Routes of evacuation are prominently posted at the doorway of every classroom, in hallways, in the bathroom and in the school office. Staff review emergency procedures every quarter at staff meetings*

### 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 2014–15)**

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

\*\*TLC+ is not required to participate in the API program.

**Federal Intervention Program (School Year 2015–16)**

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

Note: Cells with NA values 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.

\*\*TLC+ is not required to participate in the API program.

**Average Class Size and Class Size Distribution (Elementary) N/A**

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

\* 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	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					7	3			7	3		
Mathematics					7	3			7	3		

<b>Science</b>					7	3			7	3		
<b>Social Science</b>					7	3			7	3		

\* 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 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	21
<b>Counselor (Social/Behavioral or Career Development)</b>	1	21
<b>Library Media Teacher (librarian)</b>	1	
<b>Library Media Services Staff (paraprofessional)</b>		
<b>Psychologist</b>		
<b>Social Worker</b>		
<b>Nurse</b>		
<b>Speech/Language/Hearing Specialist</b>		
<b>Resource Specialist (non-teaching)</b>		
<b>Other</b>		

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 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>				40,000
<b>District</b>	N/A	N/A		
<b>Percent Difference – School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A		
<b>Percent Difference – School Site and State</b>	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2014–15)

*TLC+ provides daily specialized academic instruction for students receiving special education services in grades 1-12. TLC+ holds a Master Contract with the Ventura County SELPA and individual contracts with school districts throughout the Ventura County. Students who require a more supportive and restrictive setting are referred through their local school district to TLC+. Services provided to the students enrolled at TLC+ can include counseling services, speech and language, occupational therapy, based on needs of the student as identified in the Individualized Education Program. Door-to-door transportation is provided directly through TLC+.*

### Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	School Amount
Beginning Teacher Salary	40,000
Mid-Range Teacher Salary	45,000
Highest Teacher Salary	50,000
Average Principal Salary (Elementary)	
Average Principal Salary (Middle)	
Average Principal Salary (High)	
Superintendent Salary	
Percent of Budget for Teacher Salaries	30%
Percent of Budget for Administrative Salaries	25%

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

### Advanced Placement Courses (School Year 2014–15)

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

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

\* Where there are student course enrollments.

### Professional Development – Most Recent Three Years

***Narrative provided by the LEA***

*Staff participate in yearly trainings including NCPI, Common Core, SIRAS, CAASP, LSCI and various workshops offered through Ventura County SELPA. Additionally, weekly staff meetings are held to discuss opportunities for on-going training on or off-site. Trainings are followed up by interviews and surveys from staff indicating success of the interventions implemented and/or areas of improvement needed. Staff are also afforded opportunities to visit neighboring schools and classrooms for purposes of exchanging ideas and best practices.*