Julian Charter School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Julian Charter School
Street	1704 Cape Horn
City, State, Zip	Julian, CA 92036
Phone Number	(760) 765-5500 x. 101005
Principal	Jennifer Cauzza
E-mail Address	jcauzza@juliancharterschool.org
Web Site	www.juliancharterschool.org
CDS Code	37 68163 3731239

District Contact Information	
District Name	Julian Union Elementary
Phone Number	(760) 765-0661
Superintendent	Brian Duffy
E-mail Address	brian.duffy@juesd.net
Web Site	www.juesd.net

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

Julian Charter School (JCS) is an independent study TK-12 charter school sponsored by Julian Union Elementary School District. The school was established in November 1999 to meet the needs of students who were underserved by traditional delivery systems of education or for families who had a strong desire to home school. JCS serves students in Orange, Imperial, Riverside, and San Diego counties with the majority of students clustered in or around the cities of San Diego and Murrieta. As of 2000, JCS is a non-profit corporation and, as such, receives direct funding from the state. Administrative offices are housed on the Julian Junior High School campus in the town of Julian in the mountains of northeast San Diego County.

The school offers a variety of programs and resources to meet the needs of independent study learners including: a resource center; home study education units (EUs) for vendor course instruction or educational materials; learning centers; field trips; labs; program options (academy, online learning, portfolio, home study, intensive intervention, or INSITE); and support programs such as Safety Net and virtual tutoring. The school is accredited through the Western Association of Schools and Colleges (WASC). Our most recent WASC accreditation in 2016 resulted in 6 years with a midterm report.

The mission of JCS is to empower learners with educational choice. Our vision is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

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

Grade Level	Number of Students
Kindergarten	206
Grade 1	197
Grade 2	198
Grade 3	227
Grade 4	204
Grade 5	202
Grade 6	249
Grade 7	268
Grade 8	222
Grade 9	132
Grade 10	164
Grade 11	143
Grade 12	139
Total Enrollment	2,551

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.1
Asian	3.1
Filipino	0.9
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.2
White	57.9
Two or More Races	10
Socioeconomically Disadvantaged	33.9
English Learners	2
Students with Disabilities	12.2
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	175	195	133	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments *	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

High quality instructional materials and curricula are available for all students at all grade levels. Materials are updated and replaced, as needed. Standards-aligned textbooks and other instructional materials are stocked in the Resource Center and, as needed, available through special order. The K-8 program has extensive flexibility to work with instructional materials that optimize learning and teaching for the student and family, while the high school program has recommended, and in some cases required, materials for core and elective coursework. In science, appropriate standards aligned take-home science kits and site-based labs are available for all students not taking the science course in a classroom. The school does not strictly adhere to the state's textbook adoption cycle.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Standards-aligned texts available for all students.	Yes	0
Mathematics	Standards-aligned texts available for all students.	Yes	0
Science	Standards-aligned texts available for all students.	Yes	0
History-Social Science	Standards-aligned texts available for all students.	Yes	0
Foreign Language	Standards-aligned texts available for all students.	Yes	0
Health	Standards-aligned texts available for all students.	Yes	0
Visual and Performing Arts	Standards-aligned texts available for all students.	Yes	0
Science Laboratory Equipment (grades 9-12)	Standards-aligned texts available for all students.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Julian Charter School has academies and learning centers that offer core and enrichment classes for JCS students in San Diego, Riverside and Orange counties. In San Diego county, in the College Area, the school has one multi-use complex that includes two academies, a learning center, special education services and space for student meetings, small group tutorial sessions, parent gatherings, and professional development meetings. In La Mesa there is a facility that houses an academy and a learning center. There are four additional academies located throughout San Diego county: Pine Valley, Alpine and two in Encinitas. Administrative facilities are located on the site of the sponsoring district in Julian.

In Riverside county, in Temecula, the school also has a multi-use complex that includes two academies, a learning center, special education services and space for student meetings, small group tutorial sessions, parent gatherings, and professional development meetings. There is a second, separate facility in Temecula that houses an academy and a learning center. In Murrieta a third multi-use facility includes our INSITE program, our resource center, and space for student meetings, small group tutorial sessions, and parent gatherings.

In 2016-17 JCS added a small center in Palm Desert where special education services and space for student meetings are offered as well as a small center for special education services in Orange County.

JCS owns four of the facilities in use: one in Encinitas, both Temecula facilities and the Murrieta facility. All of the facilities owned and leased by JCS are safe, clean, and in good repair. All other facilities for academies, student services and meeting centers are leased.

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

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

School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: July 2017

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2017			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	59	57	53	48	48	48
Mathematics (grades 3-8 and 11)	35	38	32	31	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,481	1,372	92.64	56.94
Male	714	664	93	52.42
Female	767	708	92.31	61.19
Black or African American	33	31	93.94	32.26
American Indian or Alaska Native	12	11	91.67	18.18
Asian	48	47	97.92	72.34
Filipino	--	--	--	--
Hispanic or Latino	334	320	95.81	51.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	857	790	92.18	59.29
Two or More Races	161	144	89.44	58.33
Socioeconomically Disadvantaged	486	442	90.95	46.15
English Learners	39	37	94.87	37.84
Students with Disabilities	213	190	89.2	21.58
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,479	1,372	92.77	37.94
Male	713	665	93.27	42.17
Female	766	707	92.3	33.95
Black or African American	33	31	93.94	16.13
American Indian or Alaska Native	12	11	91.67	18.18
Asian	48	47	97.92	61.7
Filipino	--	--	--	--
Hispanic or Latino	334	320	95.81	30.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	855	789	92.28	40.25
Two or More Races	161	145	90.06	40
Socioeconomically Disadvantaged	486	441	90.74	28.57
English Learners	39	37	94.87	32.43
Students with Disabilities	212	188	88.68	9.57
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66	66	48	59	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Career Technical Education Programs (School Year 2016-17)

In lieu of or until a Career Technical Education Program is implemented at Julian Charter School, students may participate in a state-approved Work Experience Education program (WEE) where students gain skills and knowledge in job-related topics while being employed. Students have a variety of elective courses they may take that are focused on career preparation and interests they have expressed. Various academies have developed informal relationships with various community colleges and work programs based on their student populations' particular interests and needs.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	21.22
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	82.71

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	24.4	30.1	19.9
7	20.8	32.2	18.6
9	21.7	29.2	13.2

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

This section provides information about opportunities for parents to become involved with school activities.

JCS parents are actively involved in the school program. Examples of involvement include participation in the daily teaching of their children, opportunities to serve on the Advisory Council or Board, accompanying students on field trips, monthly meetings with an educational facilitator, and geographically situated meetings or events throughout the year. In addition, parents are invited to participate in professional development programs, workshops and support groups offered by the school. Communication mechanisms include meetings with facilitators, coordinators, or teachers; site newsletters; event and opportunity flyers; blogs; parent surveys; e-mail; Big Blue Button; Canvas; TeacherEase; and the JCS web site.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	6.3	6.3	7.1				11.5	10.7	9.7
Graduation Rate	81.58	89.86	83.77				80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	99.25	54.71	87.11
Black or African American	75	38.46	79.19
American Indian or Alaska Native	0	36.36	80.17
Asian	100	71.43	94.42
Filipino	100	66.67	93.76
Hispanic or Latino	96.97	45.06	84.58
Native Hawaiian/Pacific Islander	0	25	86.57
White	98.78	61.99	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	91.84	47.53	85.45
English Learners	100	52.42	55.44
Students with Disabilities	68.18	66.67	63.9
Foster Youth	0	100	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	0.4	0.4	0.6	0.4	0.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Due to the nature of Julian Charter School's program, students are taught primarily in the home. As such, JCS has not had a problem with student safety. The school provides campuses (meeting/resource center and learning centers/academies) which are safe, orderly, and support student learning. With the expansion of academies and expanded learning center opportunities, JCSl has a schoolwide safety plan that includes academy program policies and expectations. Student surveys indicate that students feel safe at school. A Comprehensive School Safety Plan for 2017-18 was created in Fall 2017 and certified by JCS's Advisory Council which includes representatives from all stakeholder groups. The document was reviewed and finalized January 2018 by our Chief Operating Officer. The primary goals of the school's Comprehensive Safety Plan are: 1) Focus on student and staff well-being and safety; and 2) Reinstate a School Safety Planning Committee. This year's actions include expanded mandatory training for all staff and the installation of locks on the inside of doors for lock downs along with identifying team members for the School Safety Planning Committee.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	100	10	4	9	78	1	7	9	70	3	7
Mathematics	5	154	4	1	5	131	5		6	109	3	2
Science	10	41	5	3	10	37	2	3	8	43	1	3
Social Science	7	92	4	3	8	64	3	2	7	68	3	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	259
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2.5	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,547.26	$54.35	$8,492.92	$57,605.47
District	N/A	N/A	$12,712.46	$65,928.59
Percent Difference: School Site and District	N/A	N/A	-39.8	-13.5
State	N/A	N/A	$6,574	$61,939
Percent Difference: School Site and State	N/A	N/A	25.5	-7.3

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

Types of Services Funded (Fiscal Year 2016-17)

All services are supported through the school's general budget, which includes charter school block funding. Special programs include learning center classes, academy programs, tutoring, independent study, vendor course instruction, online learning components, high school specialists, portfolio program, personalized learning (includes options for curriculum choices), intramural sports, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success such as student academic counseling, speech therapy, special education services, Student Success Team (SST) and Response to Intervention (RtI).

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$42,598
Mid-Range Teacher Salary		$62,232
Highest Teacher Salary		$80,964
Average Principal Salary (Elementary)		$102,366
Average Principal Salary (Middle)		$104,982
Average Principal Salary (High)		
Superintendent Salary		$117,868
Percent of Budget for Teacher Salaries	20%	32%
Percent of Budget for Administrative Salaries	4%	7%

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

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

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Julian Charter School hosts professional development days throughout the school year, approximately every eight weeks. Teachers also have a Professional Development week at the beginning of semester 2 during which all students have a Project Week. All in-house professional development focuses on school policy, student achievement, curriculum, teaching and learning strategies, technology support and training, and self-selected professional learning communities. Teachers new to the profession and new to independent study receive support through mentoring opportunities. Teachers are also encouraged to learn from their peers through meetings held at various academies and through visitations to other academies. Additionally teachers are encouraged to attend outside conferences and workshops, particularly those that focus on writing, math, personalized learning and those that foster leadership. Parents are invited to attend professional development day trainings and events and parent-specific core subject area workshops provide additional opportunities for professional development.