

# SARC 2017-18

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19

### Santa Clara County Community

Address: 258 Sunol Street MC 331 San Jose, CA 95131-2304

Principal: Jesse Ramos

Phone: (408) 573-3250

Email: [jesse\\_ramos@sccoe.org](mailto:jesse_ramos@sccoe.org)

Web Site: [www.sccoe.org](http://www.sccoe.org)

CDS Code: 43104394330320



### Santa Clara County Office of Education

Superintendent: Mary Ann Dewan Ph.D.

Phone: (408) 453-6500

Email: [maryann\\_dewan@sccoe.org](mailto:maryann_dewan@sccoe.org)

Web Site: [www.sccoe.org](http://www.sccoe.org)



## I DATA AND ACCESS

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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Santa Clara County Office of Education  
 Phone Number: (408) 453-6500  
 Superintendent: Mary Ann Dewan Ph.D.  
 E-mail Address: [maryann\\_dewan@sccoe.org](mailto:maryann_dewan@sccoe.org)  
 Web Site: [www.sccoe.org](http://www.sccoe.org)

### School Contact Information Most Recent Year

School Name: Santa Clara County Community  
 Street: 258 Sunol Street MC 331  
 City, State, Zip: San Jose, CA 95131-2304  
 Phone Number: (408) 573-3250  
 Principal: Jesse Ramos  
 E-mail Address: [jesse\\_ramos@sccoe.org](mailto:jesse_ramos@sccoe.org)  
 Web Site: [www.sccoe.org](http://www.sccoe.org)  
 County-District-School  
 (CDS) Code: 43104394330320

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

### AED Vision:

To be "models of excellence in student learning and well-being" we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

### AED Mission:

Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

### AED Services

The Alternative Education Department (AED) provides educational services for students who have been unsuccessful in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The Alternative Education Department serves at-risk and incarcerated youth in two types of settings: (1) Juvenile Probation Department facilities – Juvenile Hall, Ranch facilities, and Alternative Collaborative Programs; and (2) Community Schools serving students released from their home districts. AED emphasizes improving students' literacy, numeracy and social skills. AED also provides opportunities for preparation for future employment through job development, Career and Technical Education (CTE) courses and the High School Equivalency Test (HiSET). All students participate in the California Assessment of Student Performance and Progress (CAASPP). Our Course of Studies in the core subject areas address the California Academic Content Standards, and students actively earn credits toward graduation. Students attend classes according to placement by juvenile justice systems or through referral from local school districts. The average attendance of a student is 1-2 semesters.

Santa Clara County Office of Education Alternative Education Department is fully accredited by the Western Association of Schools and Colleges (WASC) and is committed to providing an educational environment that promotes the development of literacy, 21st century skills, resiliency and appropriate social skills that will help our students to have a successful life.

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

Grade Level	Number of Students
Grade 6	1
Grade 7	1
Grade 8	6
Grade 9	8
Grade 10	24
Grade 11	26
Grade 12	25
Total Enrollment	91

### Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.3%
American Indian or Alaska Native	
Asian	3.3%
Filipino	1.1%
Hispanic or Latino	79.1%
Native Hawaiian/Pacific Islander	1.1%
White	9.9%
Two or More Races	2.2%
Socioeconomically Disadvantaged	74.7%
English Learners	24.2%
Students with Disabilities	27.5%
Foster Youth	5.5%

## 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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	21	14		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Character based Literacy -2012 Write Source-2011 EDGE and INSIDE-2012	Character based Literacy Write Source EDGE and INSIDE	0%
Mathematics	Pearson, Integrated Math I, II and III - 2015	Pearson, Integrated Math I, II and III - 2015	0%
Science	Holt, Physical and Earth Science - 2010 Prentice, Hall Biology - 2010 Holt Earth Science	Holt, Physical and Earth Science - 2010 Prentice, Hall Biology - 2010	0%
History-Social Science	Prentice Hall, The Modern Era and World History - 2012 Prentice Hall, United States History: Modern - 2012	Prentice Hall, The Modern Era and World History - 2012 Prentice Hall, United States History: Modern - 2012	0%
Foreign Language	N/A		0%
Health	Glencoe, Health, A Guide to Wellness - 2009		0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	Multiple programs online as well as on CD: Some titles include: * Forensic Science Labs * Earth Science Labs * Biology Science Labs		0%

### School Facility Conditions and Planned Improvements

The Santa Clara County Community School serves students in middle and high school and independent study. In 2014-2015, school sites went through a renovation process including upgrades to classrooms. In 2018-19, SCCOE Community School sites were merged into one site at Sunol School and upgrades were made to classrooms and security systems.

### School Facility Good Repair Status

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

Month and year in which data were collected: August 2018

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

### Overall Facility Rate

Month and year in which data were collected: August 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

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

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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	0%	3%	46%	53%	48%	50%
Mathematics (grades 3-8 and 11)	0%	3%	45%	52%	37%	38%

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	51	40	78.43%	2.50%
Male	44	36	81.82%	2.78%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	30	76.92%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	37	80.43%	2.70%
English Learners	18	15	83.33%	0.00%
Students with Disabilities	15	15	100.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
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	51	36	70.59%	2.78%
Male	44	32	72.73%	3.13%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	27	69.23%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	33	71.74%	3.03%
English Learners	18	14	77.78%	0.00%
Students with Disabilities	15	12	80.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
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 High School

Subject	Percent 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 new California Science Test (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 (CTE) Programs (School Year 2017-18)

Career Technical Education (CTE) brings students, educators and employers to develop and strengthen the relationship between what’s being taught in the classroom and its application in the workplace to prepare students with 21st-Century skills.

- CTE is made up of 15 industry sectors, which include 58 career pathways related to all occupations.
- A series of courses grouped together integrate academic and technical training to provide students with a pathway to postsecondary education and careers.
- Some CTE classes stand alone, and others are found in California Partnership Academies, Multiple Pathway programs or Regional Occupational Programs.
- CTE engages students, increases attendance and graduation rates, helps close the achievement gap, and raises grades.

Currently, the CTE programs offered are Computer Applications, Welding, Construction, and Culinary Arts

### Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	84
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent 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
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

**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 area of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9	9.10%	40.90%	9.10%

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)**

Parent/guardian involvement to support student’s success in school is crucial and energetically solicited. The School Site Council works collaboratively with staff, students and administration to assist in the development of the school plan, budget and to monitor progress. Parents are also invited to quarterly Local Control Accountability Plan (LCAP) Parent Advisory Committee meetings.

In addition, Parent Project classes are available to assist parents to:

- Prevent (or stop) children from using alcohol, other drugs and tobacco.
- Stop parent-child arguments forever
- Improve children’s grades and school attendance.
- Recognize and prevent gang involvement.

**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	53.3%	49.3%	56.5%	40.5%	36.1%	27.1%	10.7%	9.7%	9.1%
Graduation Rate	32.4%	19.3%	30.4%	21.2%	19.4%	45.8%	82.3%	83.8%	82.7%

## Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	50.00	56.53	88.72
Black or African American	66.67	57.58	82.15
American Indian or Alaska Native	.00	100.00	82.81
Asian	.00	68.63	94.93
Filipino	.00	71.43	93.45
Hispanic or Latino	48.00	52.20	86.54
Native Hawaiian/Pacific Islander	.00	.00	88.56
White	50.00	66.67	92.12
Two or More Races	.00	100.00	91.15
Socioeconomically Disadvantaged	38.10	58.75	88.64
English Learners	50.00	25.00	56.74
Students with Disabilities	50.00	31.16	67.12
Foster Youth	33.33	57.58	74.08

## 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	20.42	15.73	23.60	3.71	3.08	2.90	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.04	0.02	0.02	0.09	0.09	0.08

### School Safety Plan – (School Year 2018-19)

County Community Schools has a comprehensive School Safety Plan. The Plan includes the following areas:

- \* Crisis response Handbook
- \* Child abuse reporting procedures
- \* Emergency contact information and evacuation
- \* Policies regarding actions leading to suspension and/or expulsion
- \* Notification of uniform complaint procedures
- \* Sexual harassment policy
- \* Procedures for safe ingress and egress of pupils

The plan is updated and reviewed annually.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
6				
Other**				

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

\*\* “Other” category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
6				
Other**				

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

\*\* “Other” category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	3	49		
Mathematics	5	3		
Science	5	32		
Social Science	4	50		

\* 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.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	3	29		
Mathematics	8	2		
Science	6	13		
Social Science	4	24		

\* 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.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	7	9		
Mathematics	7	9		
Science	7	9		
Social Science	7	9		

\* 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	150
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.2	N/A
Social Worker	1	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other	.5	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	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29633.			\$92386.
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11548	
Percent Difference – School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2017-18)

Title I, Title III and LCFF Supplemental and Concentration funds provide supplemental materials for EL students.

LCFF funding provides counseling and supplemental services for at-risk students.

Staff development funding provides for professional development and teacher stipends.

Title I funding provides:

- Supplemental safety programs
- Supplemental counseling programs
- Supplemental materials
- Supplemental staffing

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

NOTE: 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)

Subjects	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%

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

\* Where there are student course enrollments.

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

After analysis of student data and evaluating Department progress in areas of Professional Development, we are continuing programs and developing new professional development opportunities in the areas of:

- Critical thinking and problem solving strategies
- Enhancing content and knowledge and related instructional strategies
- Student engagement and culturally relevant pedagogy
- Teaching long term English Language Learners
- Integration of technology in instruction
- Career and Technical Education and Trauma Informed Care

District-wide, Full-day Professional Development Days:

2013-2014: 3 days

2014-2015: 5 days

2015-2016: 5 days

2016-2017: 5 days

2015-2016: 5 days

2016-17: 5 Days

2017-18 5 Days

In addition, each Wednesday during the school year one content area planning team (ELA, Social Studies, Math, Science, CTE and Differentiation) is released to attend a four-hour planning session and all staff participate in 90 minutes of professional development after school. Other professional development opportunities are provided to staff in addition to the five full-days and the weekly Wednesday sessions.