

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

For Greenacre Homes & School - Gravenstein

Address: 1665 Gravenstein Hwy N, Sebastopol, CA 95472 **Phone:** 707-829-1366
Principal: Benjamin Swenson-Aguirre **Grade Span:** 5 to 12+

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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.

Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Sonoma County Office of Education
Phone Number	(707) 534-2710
Superintendent	Steve Herrington
Email Address	Sherrington@scoe.org
Website	

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Greenacre Homes & School - Gravenstein
Street	1665 Gravenstein Hwy N
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707) 829-1366
Principal	Benjamin Swenson-Aguirre
Email Address	bsaguirre@greenacrehomes.org
Website	www.greenacrehomes.org
County-District-School (CDS) Code	49-70938-0128892

School Description and Mission Statement (School Year 2019–20)

The school program is consistent and complimentary to the residential program catalyzing the clients' transition into a less restrictive placement and a greater overall independent level of functioning. Dysfunctional behavior more than any other factor prevents integration of students into a less restrictive setting, thus it is a prime focus for the school program. The school provides a solid consistent, and predictable structured setting supported by a strong behavior modification program employing a point system, privilege program, and a realistic student store.

A major portion of each day is dedicated to raising the reading, writing, and arithmetic skills of the clients. Development of these basic skills eases students' transition into public school classrooms. There are a number of enrichment classes during the school week focusing on natural sciences, history, current events, physical fitness, and the arts. The academic program also includes regular practicing of speech and language exercises designed by our Speech and Language Pathologist.

We create a therapeutic milieu focusing on relationships, development, and care. Also, our school specializes in vocational training (5 job sites in the community), and our many licensed therapists provide individual, group, family counseling, and weekly social skills classes. Additional professionals include 2 Occupational Therapists and a Psychiatrist overseeing medication.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0

Grade Level	Number of Students
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	5
Grade 8	5
Ungraded Elementary	0
Grade 9	6
Grade 10	6
Grade 11	2
Grade 12	2
Ungraded Secondary	8
Total Enrollment	35

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	6
Asian	8.5
Filipino	0
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	0
White	74
Two or More Races	3
Socioeconomically Disadvantaged	34
English Learners	8.5
Students with Disabilities	100
Foster Youth	23
Homeless	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 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	3	3	1	1
Without Full Credential		1	3	3
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 08/19

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	
Mathematics	2015	Yes	
Science	2018	Yes	
History-Social Science	2018	Yes	
Foreign Language	N/A	N/A	
Health	N/A	N/A	
Visual and Performing Arts	N/A	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

The following is a list of projects to be completed this school year:

- *New playground equipment*
- *Repave area between classroom 3 and the school office*
- *Purchase new portable for the Vocational Training School*
- *Expand the grass playground area*
- *Remodel bathroom next to kitchen*
- *Cut tree limbs near parking area*
- *Plant additional fruit trees and expand winter garden*
- *New roof on workshop*
- *Purchased new therapy office*

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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			

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating

Exemplary	Good	Fair	Poor
	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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	0	0	0	0	0	0
Mathematics (grades 3-8 and 11)	0	0	0	0	0	0

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92	8	
Male	13	12	92	8	
Female	0	0	0	0	
Black or African American	0	0	0	0	
American Indian or Alaska Native	--	--	--	--	
Asian	0	0	0	0	
Filipino	0	0	0	0	
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander	0	0	0	0	
White	12	11	91.5	8.5	
Two or More Races	0	0	0	0	
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	13	12	92	8	
Students Receiving Migrant Education Services	0	0	0	0	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	

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 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92	8	
Male	13	12	92	8	
Female	0	0	0	0	
Black or African American	0	0	0	0	
American Indian or Alaska Native	--	--	--	--	
Asian	0	0	0	0	
Filipino	0	0	0	0	
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander	0	0	0	0	
White	12	11	91.5	8.5	
Two or More Races	0	0	0	0	
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	13	12	92	8	
Students Receiving Migrant Education Services	0	0	0	0	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

Greenacre Homes has developed an exhaustive vocational education and career development program. Vocational Essentials include: student responsibility; community based learning; team work; continuity with academics and work; community collaboration; and real life experiences. Program Goals include: preparation for adult roles – self-sufficient wage earner; productive community citizen; lifelong learner and worker. Important Elements include: active participation in real life experiences; student centered programs; standards and accountability; complete team support and guidance - student, parent, teachers, community, home, and business.

Students at Greenacre Homes experience the whole process of a acquiring and maintaining a job. The vocational instructor aides the students with: conducting job searches, filling out the job application, attaining a work permit when necessary, preparing for the interview, completing all paperwork and documentation, securing the position, arranging transportation, purchasing uniforms, getting identification cards, setting up bank accounts, and working at the job site. Currently, Greenacre Homes has three full-time staff and additional support staff overseeing the vocational program, and is in the process of hiring additional staff to ensure continuous improvement and success. Greenacre Homes provides vocational education and real life career development with the following agencies:

1. Rite Aide in Sebastopol
2. Longs Drugs in Sebastopol
3. Rosa Market in Forestville
4. Redwood Empire Food Bank in Santa Rosa
5. Andy's Market in Sebastopol
6. Greenacre Homes, Inc. - Agriculture and Maintenance
7. Sebastopol Cinemas

At the different job sites, Greenacre Homes provides vocational instructors to work closely with the students and the employers. Rite Aide, Longs Drugs, and Andy's Market provides students the opportunity to work closely with the community. While stocking and facing shelves, students have continual contact with customers and fellow employees at the stores. At the Redwood Empire Food Bank, students review inventory, stock shelves, price and sell merchandise, and maintain the warehouse appearance. Students also work in various support service departments at Greenacre Homes. Students aide with inventory, purchasing, distribution, food preparation, and meals in the food service department. They also help with landscaping, construction, painting, building, and carpentry in the maintenance department. The Agriculture program includes: about 75 apple trees, a large garden, a greenhouse, and additional ground maintenance. Students learn about planting, growing, harvesting, and production of a variety of different plants, vegetables, and fruit.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are 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
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2018–19)

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	0	0	0
7	--	--	--
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019–20)

Greenacres School communicates with the parents on a daily basis and will hold meetings when necessary or requested by the parents. Parents attend annual IEP meetings and are welcome to participate in annual events including: Graduation, Christmas and Holiday Party, Harvest Extravaganza, Talent Shows, and other special events. Summer Camp is offered to all day students and parent involvement is encouraged.

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	0	0	2	0	0	2	0	0	2
Expulsions	0	0	0	0	0	0	0	0	0

School Safety Plan (School Year 2019–20)**Health, Emergency and Fire Plan**

Each class is supplied with an Emergency Care And Disaster Plan information sheet. This form is posted in a prominent place in the facility. The disaster plan form provides vital emergency information. You should familiarize yourself with the location of the form and the information that it provides, such as. Emergency names and phone numbers: Doctor, Dentist, Police, Fire, Poison control, Crises hotline, Where exits are located within the school, Temporary relocation sites, Utility shut off points, The location of smoke detectors, The location of the fire alarm and Where to find fire extinguishers

The temporary relocation addresses provided are given in case some event occurs that renders the school uninhabitable or hazardous. Your supervisor will make the determination

as to whether or not the school is hazardous. Obviously, in the event of fire, flood or explosion this would be the case and the students should be taken to the first facility that is listed.

Fire Plan

Each classroom has a hard wired smoke detector system as well as a pull station fire alarm. These are not directly connected to the fire department. In the event of a fire, dial 911 or the fire department number listed on the Emergency Care And Disaster Plan. The procedure for fire drills is the same for each classroom. Remove yourself and the students from the classroom as quickly as possible. No one should stop to remove valuables or possessions. The only difference between classrooms would be the meeting place that is established. The meeting place is the basketball court all staff members and students should go in order to be accounted for. Once there, one staff member should be responsible for making a head count of students to insure everyone's safety.

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) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K		0	0	0
1		0	0	0
2		0	0	0
3		0	0	0
4		0	0	0
5		0	0	0
6		0	0	0
Other**	0	0	0	0

*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) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K		0	0	0
1		0	0	0
2		0	0	0
3		0	0	0
4		0	0	0
5		0	0	0
6		0	0	0
Other**	12	1	0	0

*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) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K		0	0	0
1		0	0	0
2		0	0	0
3		0	0	0
4		0	0	0
5		0	0	0
6		0	0	0
Other**	12	2	0	0

*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) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	2	0	0
Mathematics	12	2	0	0
Science	12	2	0	0
Social Science	12	2	0	0

*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) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	3	0	0
Mathematics	12	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

*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) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	4	0	0
Mathematics	12	4	0	0
Science	12	4	0	0
Social Science	12	4	0	0

*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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	1:7

*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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2

*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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2018–19)

Specialized Academic Instruction, Transportation, Physical Education, Individual and Group Counseling and Guidance, Speech and Language, Occupational Therapy, Parent and Family Counseling, Temporary Support Assistance, Vocational Training and Assessment, and Work Experience Education.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	N/A

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

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12