Laguna Road Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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.

Cindy Bak, Principal

⦿ Principal, Laguna Road Elementary

About Our School

Laguna Road School is a Project Impact STEAM school, recognized for our school-wide implementation of 1:1 iPads for learning and NGSS-aligned STEAM program for kindergarten to 6th grade students. We have highly qualified and dedicated teachers who design rigorous learning experiences and facilitate important future ready skills including creativity, communication, critical thinking, collaboration, character education, and citizenship. High levels of student engagement, academic achievement, attendance, and parent involvement contributes to a positive school culture and strong sense of community.

Laguna Road has been recognized as a California Distinguished School, a National Blue Ribbon School, Gold Ribbon School, California Honor Roll School, Digital Citizenship Certified School, and PBIS Silver School. Our signature practices focus on helping our students discover their passions, develop future ready skills, and impact their world through acts of service and social responsibility.

Contact

Laguna Road Elementary
300 West Laguna Rd.
Fullerton, CA 92835-2504

Phone: 714-447-7725
Email: cindy_bak@myfsd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Bob Pletka
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org/

| School Contact Information (School Year 2019—20)	
School Name	Laguna Road Elementary
Street	300 West Laguna Rd.
City, State, Zip	Fullerton, Ca, 92835-2504
Phone Number	714-447-7725
Principal	Cindy Bak, Principal
Email Address	cindy_bak@myfsd.org
Website	www.fullertonsd.org/laguna/
County-District-School (CDS) Code	30665066028088

Last updated: 1/23/2020

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

Laguna Road School is located in the northwestern section of the city of Fullerton in the county of Orange and serves students in grades kindergarten through 6th grade. Our students have diverse strengths and needs: English Learners with more than 18 different home languages, students with disabilities, and GATE-identified students. We are committed to serving the needs of our diverse population and helping each student reach their full potential. The vision of Laguna Road School is to empower and enable every student to succeed by educating them to think creatively, to take responsible risks, to embrace diversity, and to make impactful changes in their community through acts of public service and social responsibility.

Last updated: 1/23/2020

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	96
Grade 2	88
Grade 3	96
Grade 4	92
Grade 5	101
Grade 6	95
Total Enrollment	655
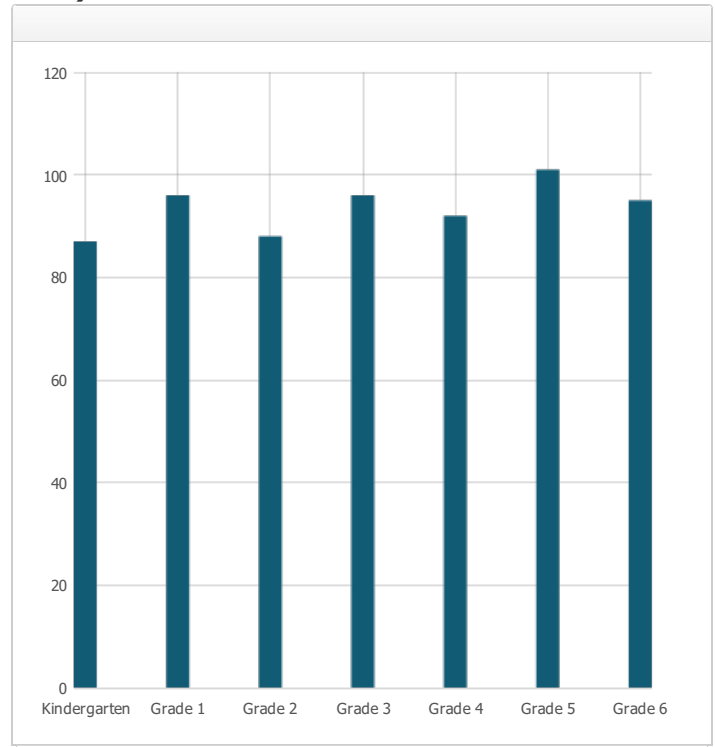
Last updated: 1/23/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	%
Asian	60.90 %
Filipino	3.80 %
Hispanic or Latino	14.00 %
Native Hawaiian or Pacific Islander	%
White	11.90 %
Two or More Races	8.90 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	15.00 %
English Learners	11.10 %
Students with Disabilities	5.80 %
Foster Youth	%
Homeless	0.20 %

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	24	24	23	522
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
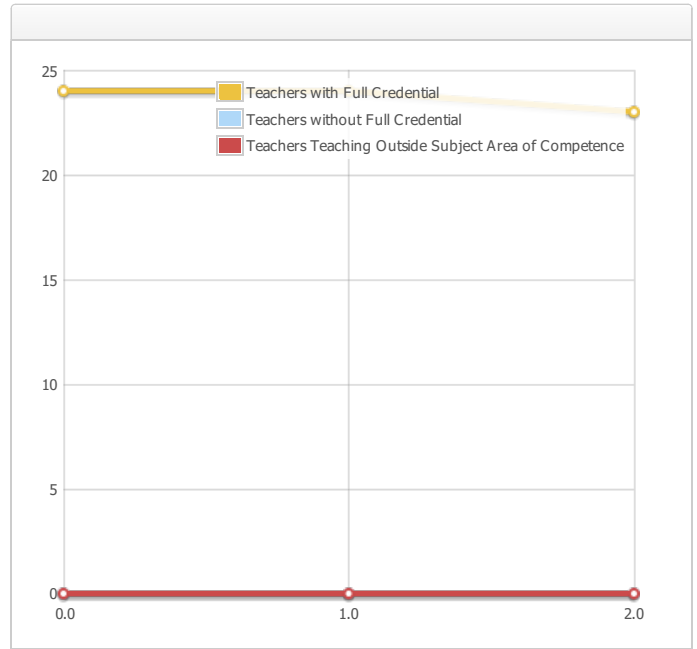
Last updated: 1/29/2020

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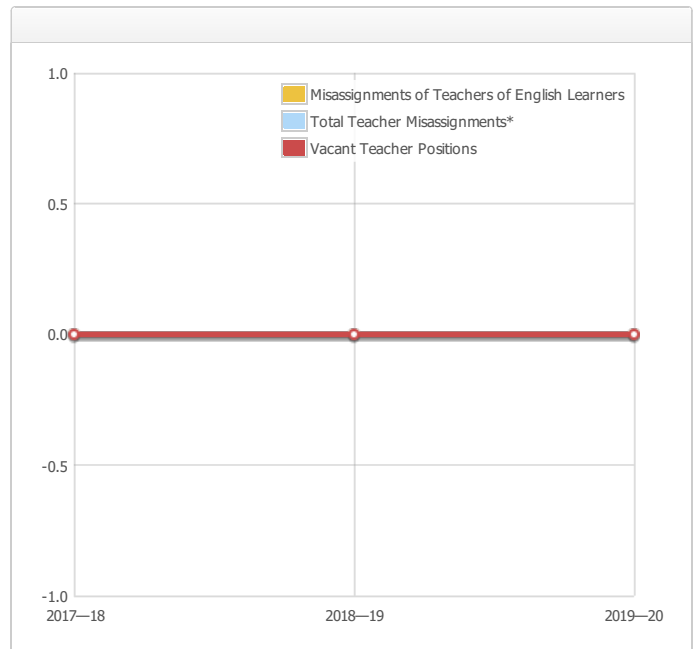
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

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

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• McGraw-Hill K-8	Yes	0.00 %
Mathematics	• Houghton Mifflin Go Math K-8 • McGraw Hill Geometry 8	Yes	0.00 %
Science	• Houghton Mifflin K-5 • McDougal Littell 6-8	Yes	0.00 %
History-Social Science	• Houghton Mifflin K-5 • McDougal Littell 6-8	No	0.00 %
Foreign Language	• En Español 7-8 • Vista Higher Learning French 7-8	Yes	0.00 %
Health	• Dairy Council of California (grade appropriate materials) • Too Good for Drugs (grades 4-6) • Holt McDougal Decisions for Health 7 (2005) • Teen Talk 7	Yes	0.00 %
Visual and Performing Arts	• "All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater • Instrumental music (grades 5-6) • Band and string instruments and musical scores (grades 7-8)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 4/23/2020

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2018-19 the District spent $30 on Deferred Maintenance. For the 2019-20 school year the District budgeted $36,145 for Deferred Maintenance expenditures.

Last updated: 1/30/2020

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/30/2020

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)	86.0%	88.0%	59.0%	58.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	82.0%	85.0%	51.0%	51.0%	38.0%	39.0%

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.

Last updated: 1/23/2020

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	390	383	98.21%	1.79%	87.73%
Male	169	167	98.82%	1.18%	83.23%
Female	221	216	97.74%	2.26%	91.20%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	233	232	99.57%	0.43%	93.10%
Filipino	--	--	--	--	
Hispanic or Latino	61	59	96.72%	3.28%	77.97%
Native Hawaiian or Pacific Islander					
White	45	42	93.33%	6.67%	80.95%
Two or More Races	41	40	97.56%	2.44%	85.00%
Socioeconomically Disadvantaged	63	62	98.41%	1.59%	82.26%
English Learners	116	115	99.14%	0.86%	86.96%
Students with Disabilities	22	21	95.45%	4.55%	47.62%
Students Receiving Migrant Education Services					
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.

Last updated: 1/23/2020

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	390	383	98.21%	1.79%	84.86%
Male	169	168	99.41%	0.59%	80.36%
Female	221	215	97.29%	2.71%	88.37%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	233	232	99.57%	0.43%	93.10%
Filipino	--	--	--	--	
Hispanic or Latino	61	60	98.36%	1.64%	65.00%
Native Hawaiian or Pacific Islander					
White	45	42	93.33%	6.67%	80.95%
Two or More Races	41	39	95.12%	4.88%	74.36%
Socioeconomically Disadvantaged	63	62	98.41%	1.59%	70.97%
English Learners	116	116	100.00%	0.00%	85.34%
Students with Disabilities	22	20	90.91%	9.09%	40.00%
Students Receiving Migrant Education Services					
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.

Last updated: 1/23/2020

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.

Last updated: 1/23/2020

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	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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

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.

Last updated: 1/23/2020

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)

Laguna Road utilizes a variety of communication tools to enhance parent and community engagement, including our school website, social media, Sunday messages, Tuesday Bulletin, and Tuesday folders. School information is communicated in a timely and effective manner to all parents and community members regarding policies, procedures, and important dates. Our school website and social media accounts are up to date and reflective of current and relevant information. Teachers also use a variety of communication tools to keep parents and community members informed and engaged, including class websites, emails, phone calls, parent conferences, social media, Bloomz, Seesaw, and more.

There are abundant opportunities for parent involvement at Laguna Road. We have a highly active PTA and Foundation who works together to create opportunities for students and families to connect and build positive relationships across grade levels. Through the support of our PTA and Foundation, students benefit from experiential learning field trips, Project Impact STEAM lessons, integrated and updated technology, and arts education. The success of Laguna Road School relies on a positive partnership between parents and staff. Laguna Road parents volunteer over 25,000 hours throughout the course of the school year.

State Priority: Pupil Engagement

Last updated: 1/23/2020

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	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
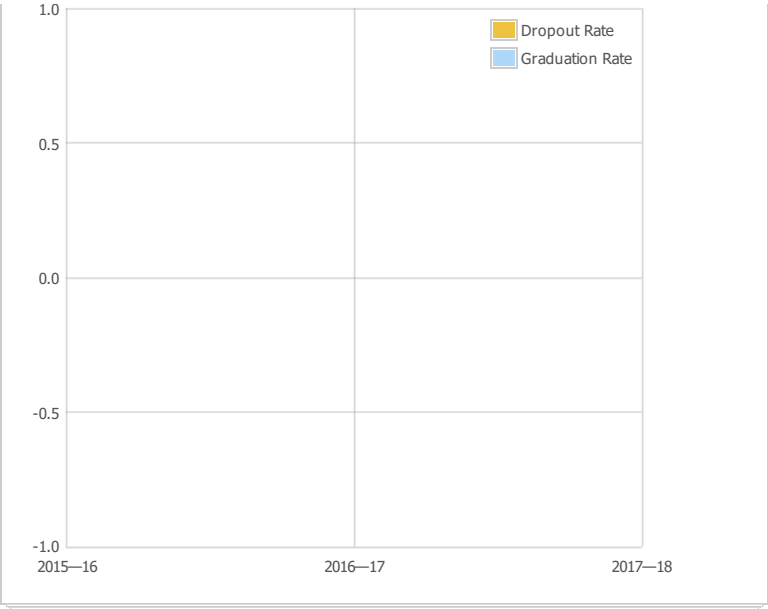
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/23/2020

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	0.60%	0.10%	0.00%	1.50%	1.20%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Presented to Staff: January 22, 2020

Last updated: 1/23/2020

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	29.00		3	
1	30.00		3	
2	32.00		3	
3	32.00		3	
4	33.00		1	2
5	33.00		1	2
6	32.00		1	2
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) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	32.00		3	
1	30.00		3	
2	32.00		3	
3	31.00		3	
4	34.00			3
5	34.00			3
6	33.00		1	2
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) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.00		3	
1	32.00		3	
2	29.00		3	
3	32.00		3	
4	31.00		2	1
5	34.00			3
6	32.00		2	1
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.

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

Title	Ratio**
Counselors*	6550.00

*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.
**Average Number of Pupils per Counselor

Last updated: 1/23/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	2.00
Other	0.00

*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.

Last updated: 1/29/2020

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	$5069.00	$201.00	$4869.00	$90376.00
District	N/A	N/A	$5297.28	$91359.00
Percent Difference – School Site and District	N/A	N/A	-8.10%	-1.10%
State	N/A	N/A	$7506.64	$82663.00
Percent Difference – School Site and State	N/A	N/A	-35.10%	9.30%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Primary Focus:

• K-8 Intervention Programs

• K-8 English Language Development

• K-8 Writing Strategies

• K-8 Language Arts Strategies

• K-8 Mathematics Strategies

• K-8 Technology Integration

Delivery of Professional Development:

• Staff Development Day

• Workshops

•Conferences

• After- school Workshops

• In-class Coaching

Other Related Professional Development activities:

• Data-Driven instruction

• Technology Integration

• Marzano Instructional Strategies

• Systematic ELD

• Response to Intervention

• Thinking Maps

• Writer's Workshop

• Mathematics Instructional Strategies

• English Language Arts Program

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,483	$45,741
Mid-Range Teacher Salary	$89,286	$81,840
Highest Teacher Salary	$113,025	$102,065
Average Principal Salary (Elementary)	$130,195	$129,221
Average Principal Salary (Middle)	$136,684	$132,874
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$270,531	$224,581
Percent of Budget for Teacher Salaries	38.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart
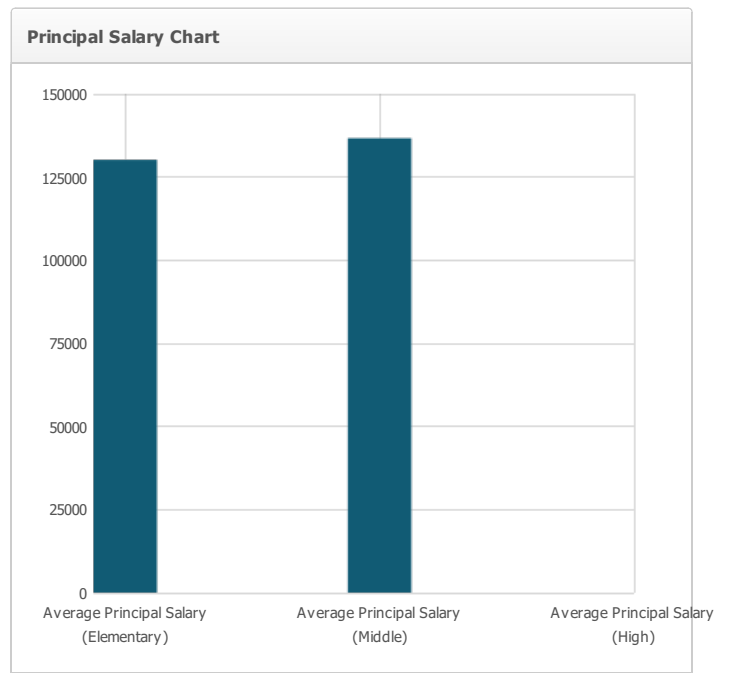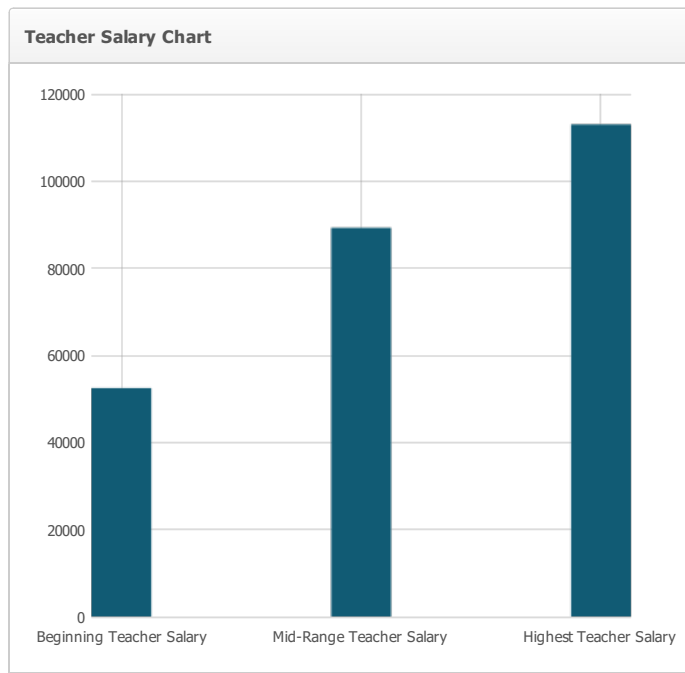
Last updated: 1/23/2020

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	0.00%

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

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

Last updated: 1/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10