Redwood Academy of Ukiah

School Accountability Report Card
Reported Using Data from the 2017—18 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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Debra Kubin
E-mail Address	dkubin@uusd.net
Web Site	www.uusd.net

School Contact Information (School Year 2018—19)	
School Name	Redwood Academy of Ukiah
Street	1059 North State St.
City, State, Zip	Ukiah, Ca, 95482-3413
Phone Number	707-467-0500
Principal	Elna Gordon, Administrator
E-mail Address	egordon@redwoodacademy.org
Web Site	http://www.caredwoods.org
County-District-School (CDS) Code	23656152330413

Last updated: 12/7/2018

School Description and Mission Statement (School Year 2018—19)

The mission of Redwood Academy is to prepare students for college and independent living in a safe, challenging, and well-managed charter school.

Preparing students for college means that you will have the support to meet the University of California / California State University systems requirements, known as 'a-g' requirements. These are rigorous, world class standards but with help and motivation, every student who attends the Academy can attain these standards. This does not mean that you must have been excelling in school prior to coming to the Academy ~ we are here to help you bridge any gap between your previous education and college. We are also here to help you build on your previous success and challenge you to work toward mastery level in all of your classes.

Preparing for independent living means that you will develop skills in areas that relate to your success after school. In the coming school year, 7th and 8th graders will develop skills related to living in the community while 9th, 10th, 11th and 12th graders will work to set goals and create plans for their future education. All students will work on specific competencies in regular classes and will participate in school-wide social skill development.

We strive to provide this preparation in a school that is physically and emotionally safe. You are a critical part of ensuring this safety by behaving respectfully toward others. If you see a condition that you think is unsafe or if you feel unsafe for any reason, it is your responsibility to report this immediately to any member of the staff. It is also your responsibility to behave in a way that is safe for yourself and others.

We strive to provide this preparation in a school that is challenging. If work is too hard or too easy, you will be bored. We will work closely with you to determine what level of work is just right. Sometimes you will have to learn things you think are boring or you will have to do work that does not seem meaningful; we hope this will be minimal and that most of the learning will be immediately valuable to you. If you do not feel challenged, let us know.

Finally, we strive to provide a charter school that is well-managed. Charter school laws provide a special opportunity to improve the quality of public education, and we intend to make sure that we live up to the expectation of that opportunity. With your help, our procedures and processes will be efficient, our information will be timely and accurate, and every dollar we spend will be used to help students achieve. We welcome your ideas.

Last updated: 12/7/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 7	16
Grade 8	29
Grade 9	33
Grade 10	24
Grade 11	25
Grade 12	13
Total Enrollment	140
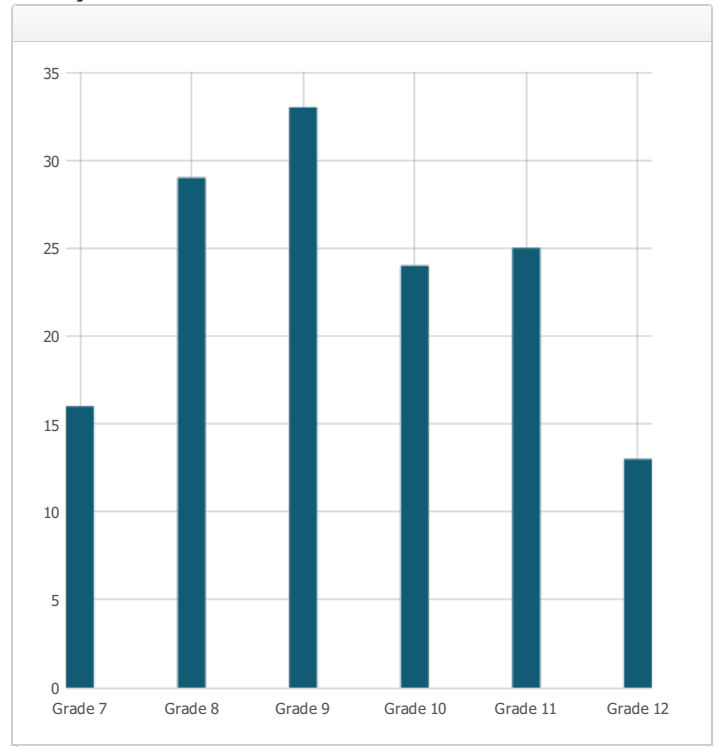
Last updated: 12/7/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	%
Asian	7.1 %
Filipino	2.1 %
Hispanic or Latino	21.4 %
Native Hawaiian or Pacific Islander	%
White	58.6 %
Two or More Races	5.7 %
Other	4.4 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.1 %
English Learners	2.1 %
Students with Disabilities	2.9 %
Foster Youth	0.7 %

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	10	11	10	10
Without Full Credential	1	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
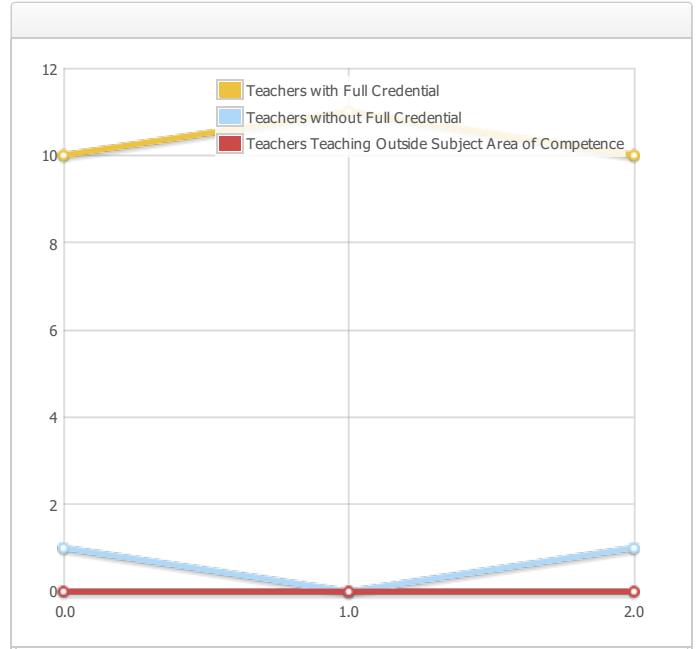
Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
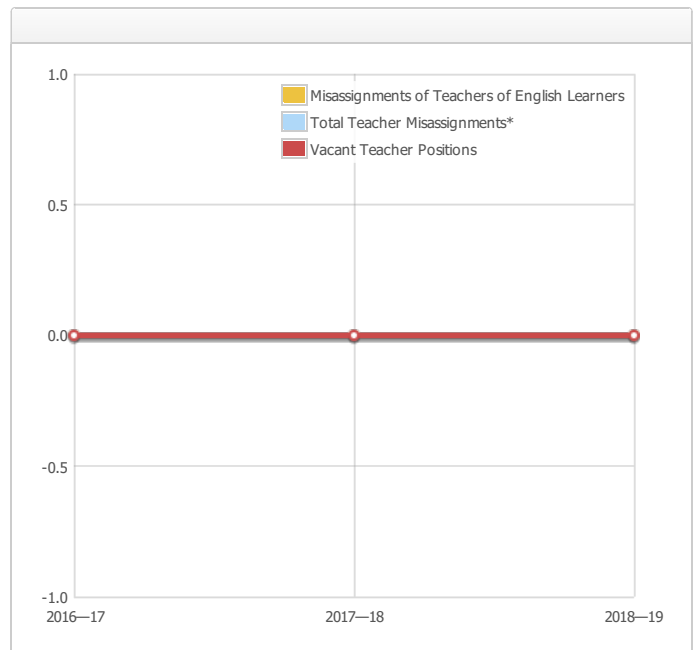
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/7/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougall Littell--The Language of Literature California Collections--Houghton Mifflin Harcourt		0.0 %
Mathematics	Big Ideas Math--A Common Core Curriculum: Course 2, Course III, Algebra I, Geometry, Algebra II Key Curriculum Press--Pre-Calculus, Calculus		0.0 %
Science	Holt--Life Science, Physical Science Glencoe--Biology Prentice Hall--Chemistry Glencoe--Earth Science		0.0 %
History-Social Science	Pearson--My World Interactive: Medieval and Early Modern Times History Alive--US History McDougal Litell--Modern World History Houghton Mifflin--The Endruing Vision Glencoe--United States Government Myers--Psychology for AP		0.0 %
Foreign Language	Prentice Hall--Realidades I,II,III		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	Glencoe--Theater Arts		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: 12/11/2018

School Facility Conditions and Planned Improvements

The Redwood Academy campus provides an office with a library, staff room, and three offices. There are nine permanent classrooms (Amherst, Berkeley, Chico, Davis, Exeter, Fullerton, Georgetown, Harvard, and Irvine). Students use the Junior building for morning, noon, and extra-curricular activities. Our campus is small, allowing for tight supervision, which insures a high degree of safety. Our facilities are clean and maintained on an ongoing basis to ensure good repair. Students participate in daily recycling duties in an effort to make sure classroom waste is handled in a responsible manner. Our school grounds, buildings, and restrooms are cleaned regularly and monitored throughout the day.

All Redwood Academy classrooms had the heating/cooling uniits and thermostats replaced in 2017-18 to be more energy effiecient. As part of the project to make the campus energy efficient, new LED lights were also installed in all buildings. Summer maintence projects completed included installing new carpet in Harvard, and new doors in Amherst, Berkeley, Chico, and Davis. Planned maintenence projects include installing new carpet in the office, repaving the parking lot, and painting as needed.

Last updated: 12/7/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems replaced in 2017-18
Interior: Interior Surfaces	Good	Carpet was replaced in Harvard over the summer; new carpet is planned for the office
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	Replaced some aging paneling in 2017-18
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good

Last updated: 12/7/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	89.0%	90.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	77.0%	78.0%	24.0%	24.0%	37.0%	38.0%

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: 12/7/2018

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	69	68	98.55%	89.71%
Male	28	28	100.00%	89.29%
Female	41	40	97.56%	90.00%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	13	13	100.00%	84.62%
Native Hawaiian or Pacific Islander				
White	42	41	97.62%	92.68%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	37	36	97.30%	94.44%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
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.

Last updated: 12/7/2018

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	69	68	98.55%	77.94%
Male	28	28	100.00%	75.00%
Female	41	40	97.56%	80.00%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	13	13	100.00%	30.77%
Native Hawaiian or Pacific Islander				
White	42	41	97.62%	87.80%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	37	36	97.30%	72.22%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
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.

Last updated: 12/7/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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: 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.

Last updated: 12/7/2018

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	89.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	84.2%

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
7	29.4%	5.9%	11.8%
9	19.4%	25.8%	3.2%

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.

Last updated: 12/11/2018

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)

Redwood Academy welcomes parent involvement in governance through a Board of Directors, the School Site Council, and Parent Advisory meetings. Parents attend orientation with their student prior to enrollment so that they understand the school's Academic, Behavior, and Dress Codes and know who to contact for help with student concerns and volunteer opportunities. Parents are able to visit their children in class, chaperone events, transport students to community sites and college visits, and access their student's grades in each class through a web based program named PowerSchool. Redwood parents are expected to attend Demonstration Night three times a year and the Promotion, Awards, and Graduation Ceremony on the last day of school. Parents are encouraged to complete the Parent Satisfaction Survey; previous results have shown a high level of satisfaction with comments and other responses used by the staff to improve services to students. All parents are also encouraged, along with their non-Redwood children, to participate in Family Fun Night which was held three times during the year. Parents interested in volunteer opportunities or other activities may contact our office at 467-0500.

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	6.2%	4.3%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	84.4%	91.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	4.8%	9.1%
Graduation Rate	100.0%	85.9%	82.7%

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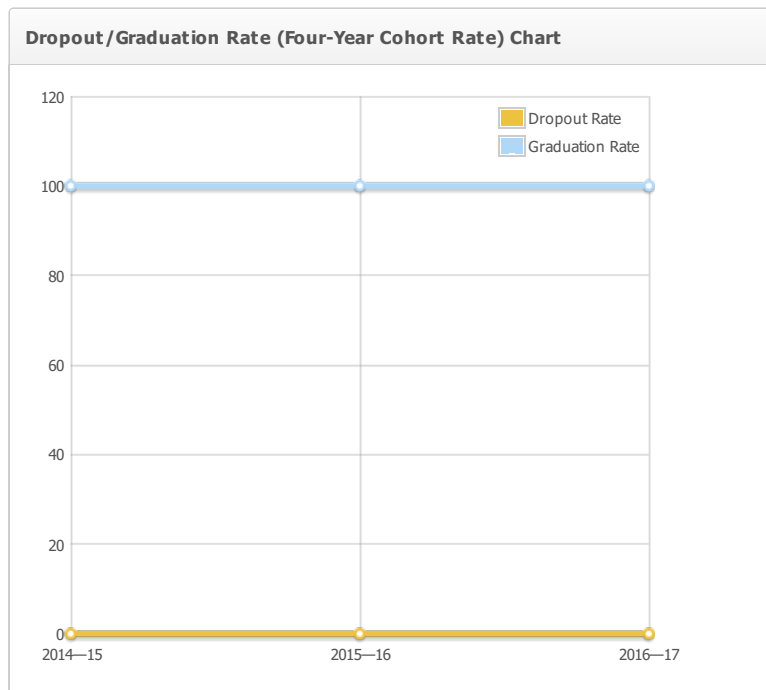
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/11/2018

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

Student Group	School	District	State
All Students	100.0%	86.9%	88.7%
Black or African American	0.0%	66.7%	82.2%
American Indian or Alaska Native	0.0%	91.7%	82.8%
Asian	100.0%	87.5%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	100.0%	89.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	82.8%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	87.7%	88.6%
English Learners	0.0%	74.4%	56.7%
Students with Disabilities	0.0%	60.8%	67.1%
Foster Youth	0.0%	55.6%	74.1%

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	1.9%	1.9%	1.3%	6.9%	8.8%	8.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	1.3%	0.7%	0.3%	0.3%	0.4%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018—19)

The plan is reviewed and revised annually by the Coordinator of Business and Facilities, Jim Switzer. The staff reviews the plan twice a year, once at our back to school meeting in August and again at a staff day in March. The plan includes information about evacuation procedures, intruder alerts, and how to report safety concerns.

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	2	4	
Mathematics	13.0	5	1	
Science	24.0	3	2	
Social Science	15.0	8	1	

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	2	4	
Mathematics	12.0	6	1	
Science	25.0	1	4	
Social Science	14.0	6	3	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	3	2	1
Mathematics	12.0	11	1	
Science	16.0	5	3	1
Social Science	10.0	10	2	

* 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.

Last updated: 12/11/2018

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	1.0	140.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.7	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.

Last updated: 12/11/2018

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	$8828.0	$588.0	$8240.0	$51708.0
District	N/A	N/A	--	$66303.0
Percent Difference – School Site and District	N/A	N/A	--	-24.0%
State	N/A	N/A	$6574.0	$76522.0
Percent Difference – School Site and State	N/A	N/A	29.0%	-38.0%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

Ongoing programs and services at Redwood Academy to support and assist students include:

• Scaffolded instruction using multiple modalities
• small group instruction by the teacher and support staff tutoring in class;
• supervised "homework" in Guided Study class;
• individual tutoring by the staff and student partners in class;
• increased use of computer-assisted instruction for specific standards;
• after-school tutoring from 3:30-4:20;
• summer session of 14+ days of instruction; and
• home-based opportunities for on-going practice with parent supervision.

Programs such as Kahn Academy and Read Naturally are used to target specific skill needs for the above interventions.

Additionally, the Student Services Coordinator regularly monitors student achievement through the use of PowerSchool®, which provides open access to the teachers' electronic grade books. Based on that monitoring, the SSC then provides academic advising and referals to the above interventions as well as facilitates frequent communication between students, parents, and teachers.

Fianlly, Redwood Academy contracts with Ukiah Unified School District to provide special education services for all students with or in need of an IEP.
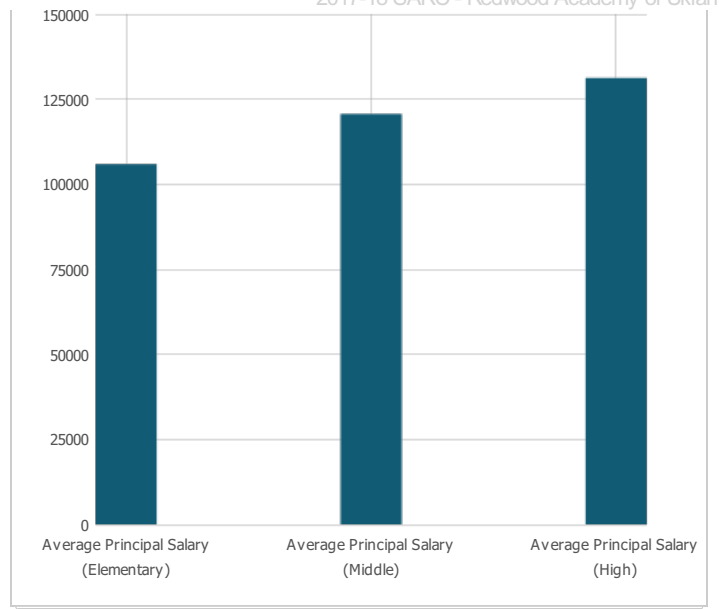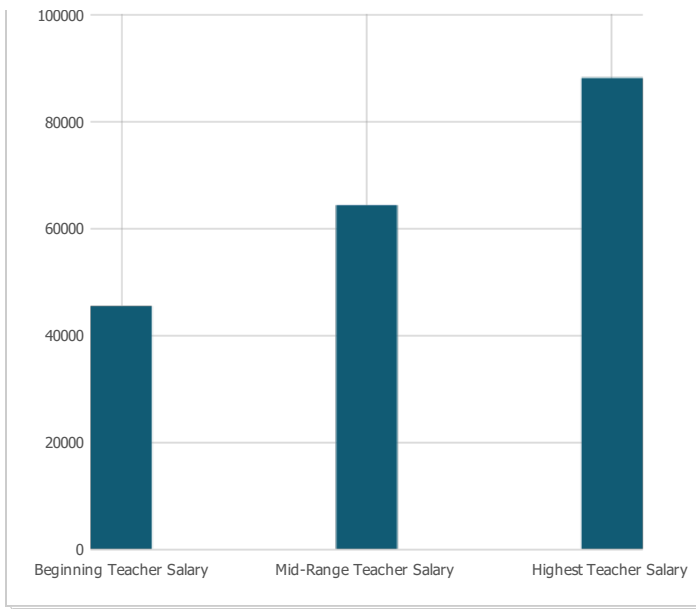
Last updated: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,421	$47,547
Mid-Range Teacher Salary	$64,290	$74,775
Highest Teacher Salary	$88,088	$93,651
Average Principal Salary (Elementary)	$105,924	$116,377
Average Principal Salary (Middle)	$120,656	$122,978
Average Principal Salary (High)	$131,246	$135,565
Superintendent Salary	$182,562	$222,853
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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: 12/11/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	5	17.9%

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

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

Last updated: 12/11/2018

Professional Development

The staff works together regularly in an atmosphere of collaboration to develop the program and skills. All new teachers participate in induction activities and/or professional development related to use of technology. In addition, the school provides ten days of pre-service workshops and preparation time, two days during the school year, and three days following the year for assessment and planning. All staff members are encouraged to attend conferences and workshops that support growth in their areas of responsibility. The school's current professional development plan focuses heavily on Advanced Placement courses and instruction as well as the Common Core State Standards and NGSS.

Last updated: 12/12/2018