

Sugarloaf Mountain, Juvenile Hall Program

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Lisa Sanford, Principal

Principal, Sugarloaf Mountain, Juvenile Hall Program

About Our School

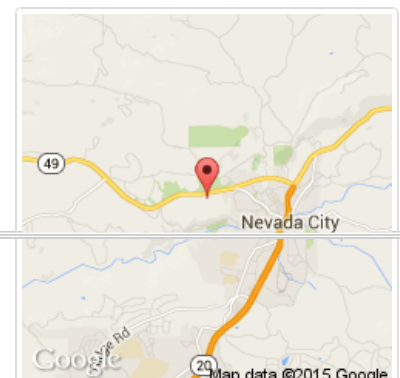
The Nevada County Superintendent of Schools operates Sugarloaf Mountain Juvenile Hall Program (County Juvenile Court School) which serves approximately 25-40 students. Sugarloaf Mountain works collaboratively with the Nevada County Probation Department and Earle Jamieson Educational Options (the County Community School) to ensure a smooth transition as students move between the school sites. Sugarloaf enrolls students who have committed crimes and/or have violated their probation terms. The Sugarloaf students enroll anywhere from three days to a year. Many of the students are working to make up lost credits and get back on track academically and behaviorally.

Students tend to cycle from Sugarloaf to EJ or vice versa, in an attempt to find permanent improvement in their academics and behaviors prior to returning to a less restrictive learning environment in a local school. Due to the transitional nature of the students in these programs, student achievement is measured and weighted more by classroom assessments and methods of academic interventions than by yearly state assessments (such as CST's, the new CAASPP, and CAHSEE). The students at Sugarloaf are often there for 30 days or less and those state scores reflect more on the local schools from which they come, than Sugarloaf instruction.

Contact

15434 Highway 49
Nevada City, CA 95959

Phone: 530-272-5464
E-mail: lsanford@nevco.k12.ca.us



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Sugarloaf Mountain, Juvenile Hall Program
Street	15434 Highway 49
City, State, Zip	Nevada City, Ca, 95959
Phone Number	530-272-5464
Principal	Lisa Sanford, Principal
E-mail Address	lsanford@nevco.k12.ca.us
Web Site	http://www.nevco.k12.ca.us
County-District-School (CDS) Code	29102980116913

District	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Web Site	http://www.nevco.k12.ca.us
Superintendent First Name	Holly
Superintendent Last Name	Hermansen
E-mail Address	holly@nevco.k12.ca.us

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

Sugarloaf Mtn. School is housed in the Nevada County Juvenile Detention Facility (Carl E. Bryan Juvenile Detention Facility). The school typically serves students grades 9 - 12; however on occasion, younger students are detained and enrolled into the program. Teachers evaluate student transcripts and develop individual education plans for each student.

Vision:

The vision of Sugarloaf Mountain School is to provide a safe, supportive learning environment for its unique students that promotes the development of essential academic and interpersonal skills necessary for their future success.

Mission Statement:

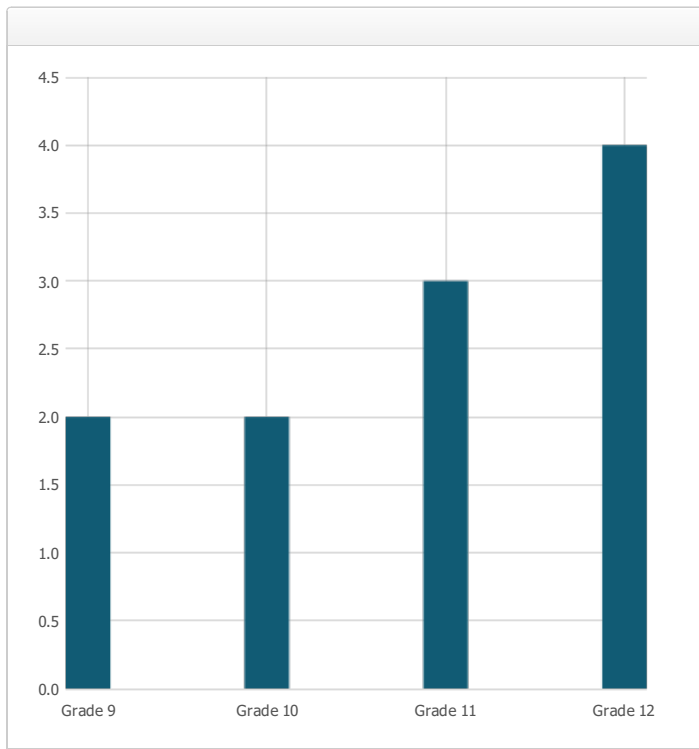
The mission of Sugarloaf Mountain School is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:

- * Take responsibility for their person and educational development
- * Acquire tolerance for and the ability to work well with others
- * Understand that their actions will have resulting consequences
- * Develop a positive sense of self-awareness and confidence
- * Experience success in their future educational and/or vocational settings

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

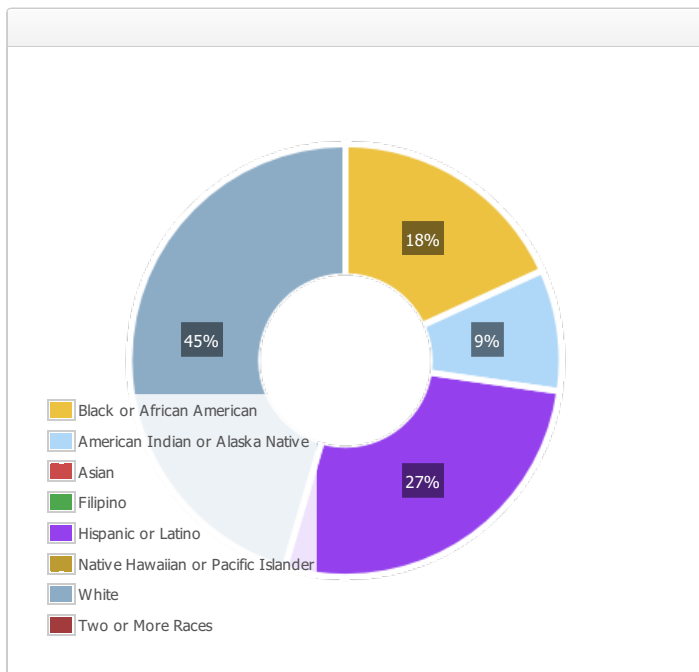
Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	3
Grade 12	4
Total Enrollment	11



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	18.2
American Indian or Alaska Native	9.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.0
White	45.5
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	9.1



Last updated: 1/30/2015

A. Conditions of Learning

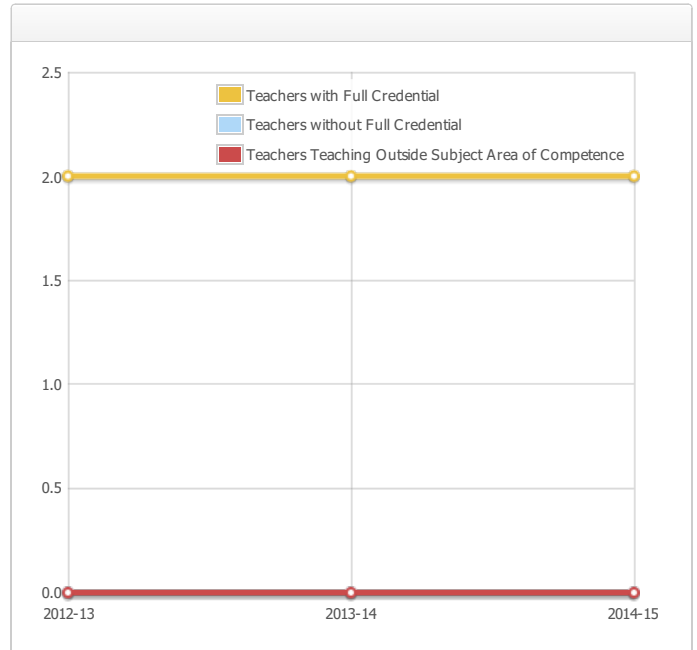
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

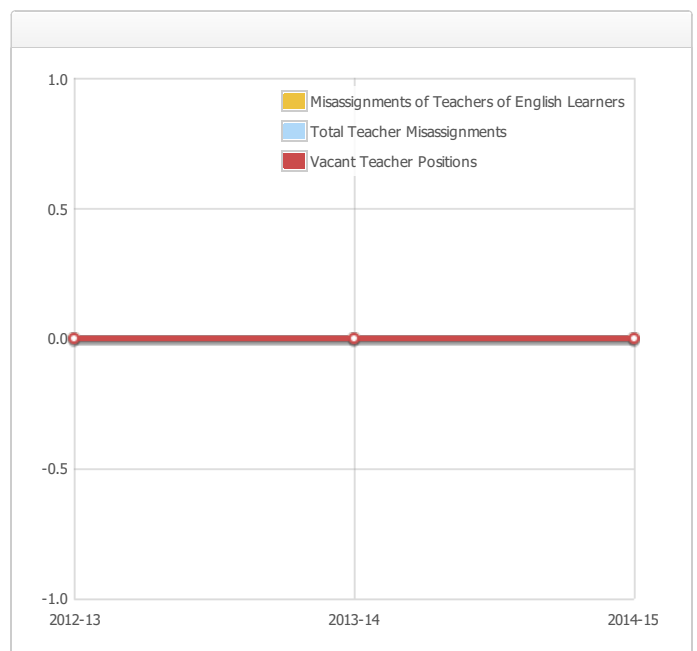
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2	2	2	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	61	40
High-Poverty Schools in District	61	40
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: March 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7th – Literature & Language Arts-1st Course, Holt Rinehart, Winston, 2003 8th – Literature & Language Arts-2nd Course, Holt Rinehart, Winston, 2010 9th– Literature & Language Arts-3rd Course, Interactive Reader, Holt Rinehart, Winston, 2005 10th– Literature & Language Arts-4th Course, Interactive Reader, Holt Rinehart, Winston, 2005 11th– Literature & Language Arts-5th Course, Interactive Reader, Holt Rinehart, Winston, 2005 12th –Contemporary Non-Fiction Novels	Yes	0.0
Mathematics	Pre-Algebra – McDougall Littell, 2008 Algebra 1 – McDougall Littell, 2008 Algebra 1 – Key to Algebra, Key Curriculum Press, 1992 Geometry – McDougall Littell, 2007 Geometry – Key to Geometry, Key Curriculum Press, 1979 Consumer Math – AGS, 1989	Yes	0.0
Science	7th- Life Science – Holt, 1986 8th – Physical Science – Holt, 1986 Life Science – Science Workshop Series- Biology, Globe Fearon, 2000 Physical Science – Science Workshop Series-Physical Sciences, Globe Fearon, 2000	Yes	0.0
History-Social Science	7th –World History – AGS, 1991 8th – US History – Glencoe, 1994 10th - World History – Globe Fearon, 1994 11th - US History – American Adventures (4 Volumes) –US History, Globe Fearon, 1994 Government – American Government-Pearson/Prentice Hall, 2006 Economics – Globe Fearon, 1995 Economics - Economics for Everybody – AMSCO, 2006	Yes	0.0
Foreign Language	N/A		0.0
Health	Life Skills Health-AGS, 1999	Yes	0.0
Visual and			0.0

Performing Arts	N/A	
Science Lab Eqpmt(9-12)	N/A	0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The safety, cleanliness and adequacy fo the school facility is under the supervision of the Nevada County Probation Department. The rooms, which are inside the Nevada County Juvenile Hall are impecably clean and kept in good repair.

Last updated: 1/30/2015

School Facility Good Repair Status - Most Recent Year

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	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				44	44	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 1/30/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 1/30/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

There are too few students enrolled to report scores.

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	8%	N/A	45%	45%	45%	54%	56%	55%
Mathematics	N/A	N/A	N/A	31%	32%	32%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	33%	35%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

We do not receive an API ranking due to small size.

API Rank	2011	2012	2013
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	B	B	B
Black or African American	B	B	B
American Indian or Alaska Native	B	B	B
Asian	B	B	B
Filipino	B	B	B
Hispanic or Latino	B	B	B
Native Hawaiian or Pacific Islander	B	B	B
White	B	B	B
Two or More Races	B	B	B
Socioeconomically Disadvantaged	B	B	B
English Learners	B	B	B
Students with Disabilities	B	B	B

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2015

Career Technical Education Programs (School Year 2013-14)

Students are provided with access to career and technical information through various career oriented websites and from outside speakers and agencies.

Last updated: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	40
Percent of pupils completing a CTE program and earning a high school diploma	20.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2.0

Last updated: 1/30/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

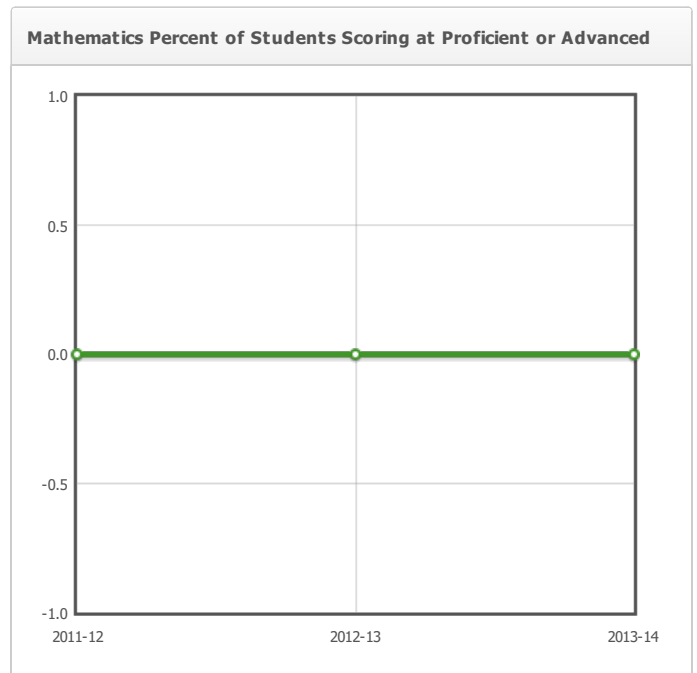
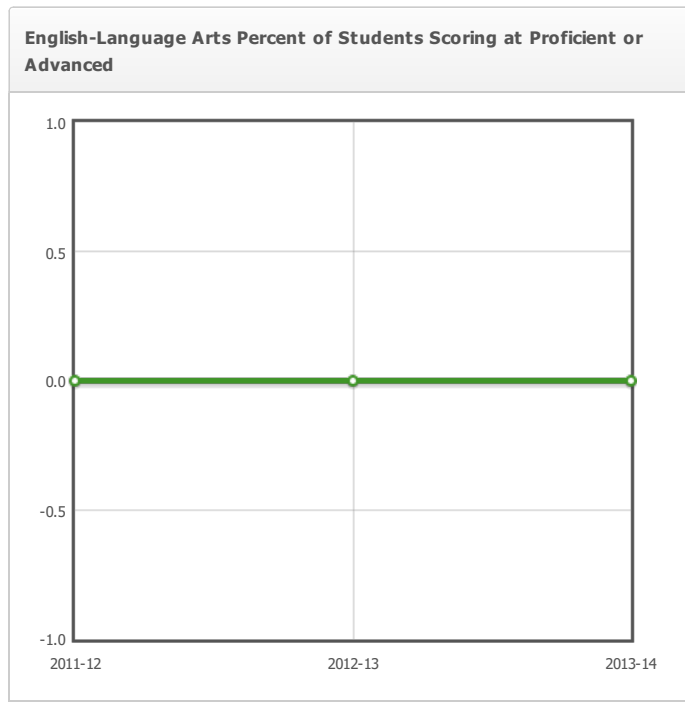
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

The number of students enrolled is too low to report scores.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	32%	52%	21%	56%	57%	56%
Mathematics	N/A	N/A	N/A	35%	46%	19%	58%	60%	62%

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: 1/30/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

The number of students enrolled is too low to report scores.

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	48%	31%	21%	49%	42%	9%
All Students at the School	0%	N/A	N/A	0%	0%	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	N/A	N/A
7	0.0%	N/A	N/A
9	0.0%	N/A	1.0%

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.

Last updated: 1/30/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Because the school is housed within a detention facility, it is often difficult for parents to be involved on a regular basis. However, parents are invited with written invitation to attend the combined school site council meetings.

State Priority: Pupil Engagement

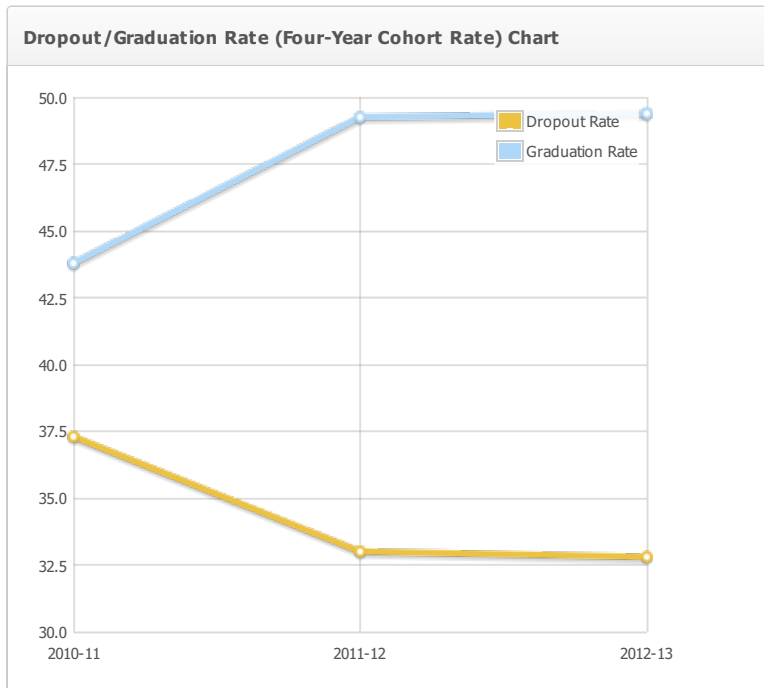
Last updated: 1/30/2015

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	37.3	33.0	32.8	37.3	33.0	32.8	14.7	13.1	11.4
Graduation Rate	43.79	49.26	49.39				77.14	78.87	80.44



Last updated: 1/30/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	200	51	84
Black or African American		41	75
American Indian or Alaska Native		53	77
Asian		41	92
Filipino		33	92
Hispanic or Latino		49	80
Native Hawaiian or Pacific Islander		40	84
White	100	69	90
Two or More Races		55	89
Socioeconomically Disadvantaged		42	82
English Learners		26	53
Students with Disabilities		41	60

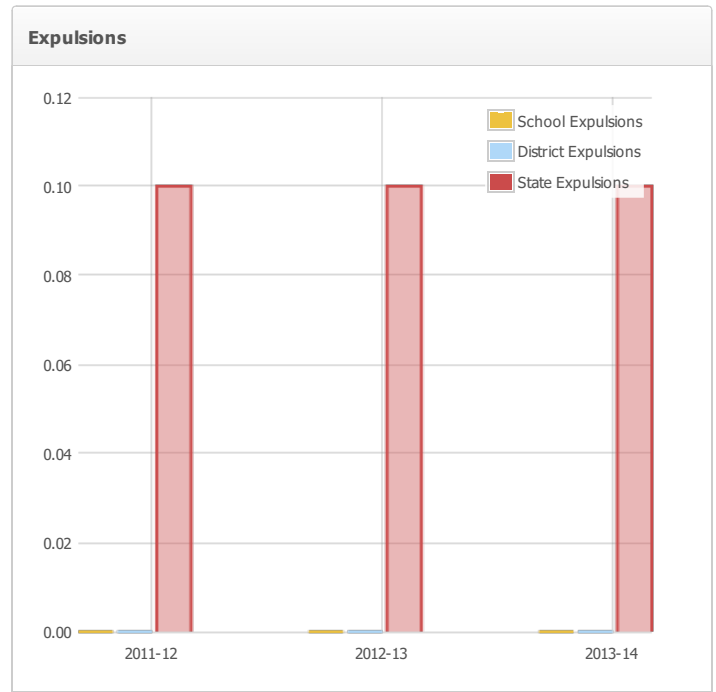
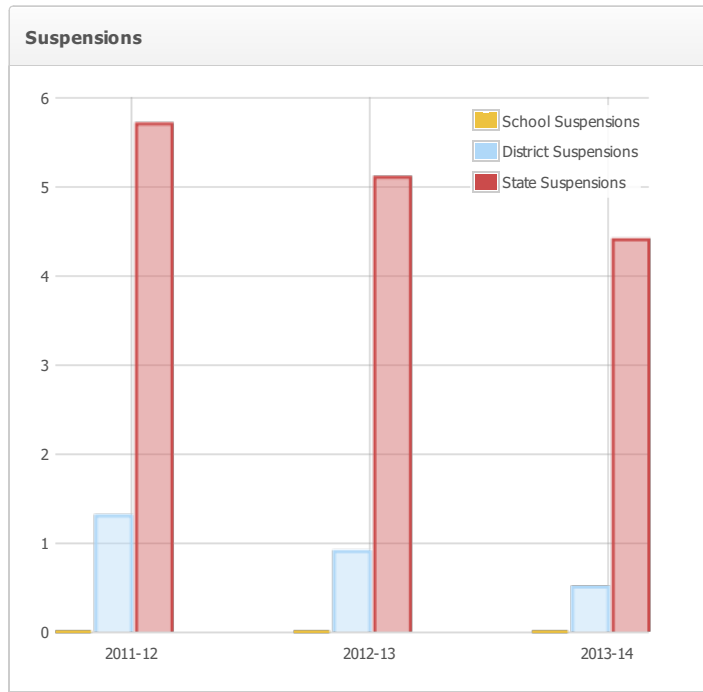
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	1.30	0.90	0.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/30/2015

School Safety Plan - Most Recent Year

The juvenile hall facility is run by the county probation department. The probation department has a very comprehensive safety plan in place that includes the school and school staff. The probation department reviews the emergency plan with school staff frequently.

Last updated: 1/30/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	2			6.0	2			5.0	2		
Mathematics	5.0	2			6.0	2			5.0	2		
Science	5.0	2			6.0	2			5.0	2		
Social Science	5.0	2			6.0	2			5.0	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: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	10.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.2	N/A
Other		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: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/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	\$4,690	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.

Last updated: 2/3/2015

Types of Services Funded (Fiscal Year 2013-14)

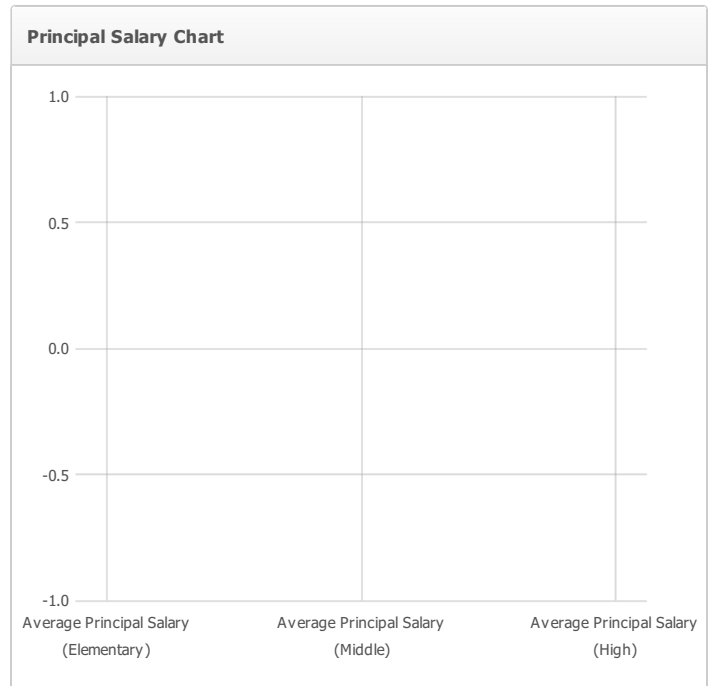
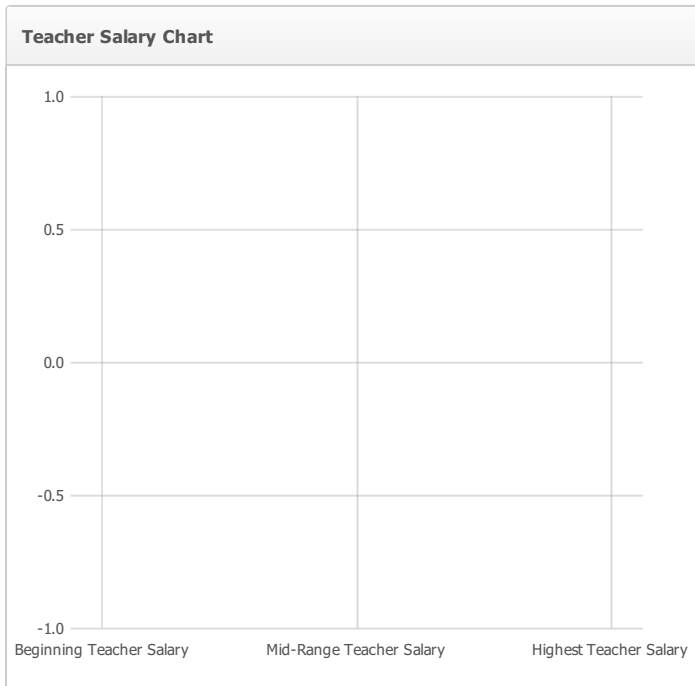
Supplemental educational services include outside agencies coming into the school and working with the students. Weekly, Probation officers, drug and alcohol counselors, and Health presenters meet with the students to help them to better cope with the difficulties the students may be dealing with in areas of substance abuse, anger management, emotional stress and other related topics.

Last updated: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

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

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



Last updated: 1/30/2015

Advanced Placement Courses (School Year 2013-14)

We do not offer AP courses at the Court School.

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

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

*Where there are student course enrollments.

Last updated: 1/30/2015

Professional Development – Most Recent Three Years

There are 5 designated professional development days scheduled each year, as well as weekly meetings each Friday for Professional Learning Community work. Also, staff attend a number of workshops and trainings off-site throughout the year.

The areas of focus are on:

1. Development of adequate and motivational curriculum for the variety of students in each class
2. Behavior improvement plans for each student and as a whole school
3. Safety in dealing with volatile school/student situations
4. Drug/Gang information sharing
5. Alternative Education strategies
6. Technology in the classroom

Last updated: 1/30/2015