

Earle Jamieson Educational Options

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/fq/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.



Mrs. Amy Brooks, Principal

Principal, Earle Jamieson Educational Options

About Our School

Earle Jamieson Educational Options is a small, rural school located on Nevada City Highway in beautiful Nevada City which offers year-round outdoor activities and is located in the Sierra Nevada foothills. We serve students who have come to us through probation referral and school expulsions. Nevada City has a population of approximately 3000 people, however we serve students throughout Nevada County. We strive to identify our students educational, social and emotional needs, and help them recover their course credits. We partner with community agencies to support our students mental health well-being and work to provide a position transition back to their district of residency. Students who attend Earle Jamieson are typically here for one or two semesters. We have a supportive group of dedicated staff who create and maintain learning environments to ensure that all our students feel safe and welcomed. Although we are small we support educational equity within a strong community support environment.

Contact

Earle Jamieson Educational Options
112 Nevada City Hwy.
Nevada City, CA 95959-3117

Phone: 530-272-5464
Email: abrooks@nevco.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Scott Lay
Email Address	slay@nevco.org
Website	http://www.nevco.org

School Contact Information (School Year 2019—20)	
School Name	Earle Jamieson Educational Options
Street	112 Nevada City Hwy.
City, State, Zip	Nevada City, Ca, 95959-3117
Phone Number	530-272-5464
Principal	Mrs. Amy Brooks, Principal
Email Address	abrooks@nevco.org
Website	http://nevco.org
County-District-School (CDS) Code	29102980116681

Last updated: 1/30/2020

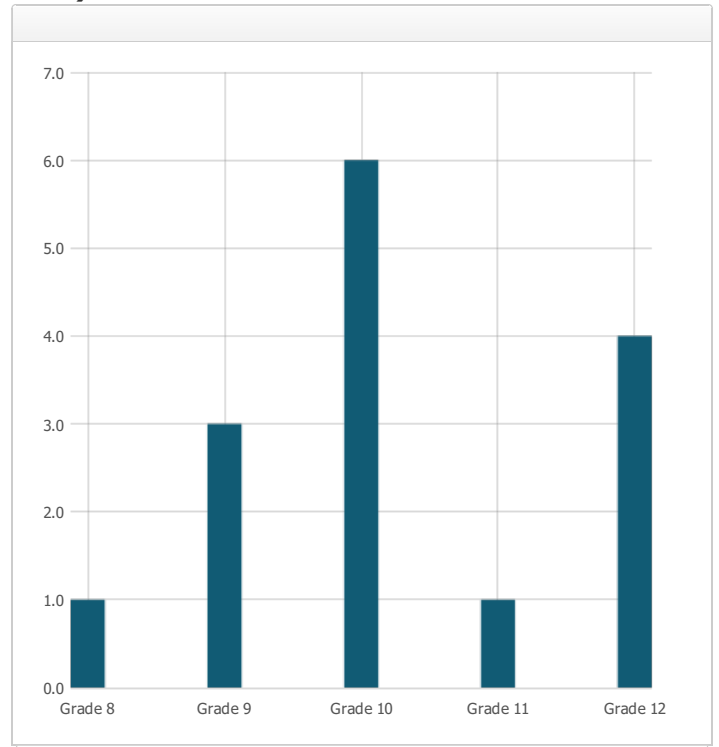
School Description and Mission Statement (School Year 2019—20)

The Earle Jamieson staff is made up of the following: two full time teachers, a 60% RSP teacher, one instructional aide, one support services secretary, one full-time counselor and one principal. All students receive high quality instruction that is standards-aligned. Our goals are to work together in partnership with our students, parents and community agencies to empower them to be the best they can possibly be academically, socially and emotionally and lead them toward a successful transition back to their district of residency.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Grade 8	1
Grade 9	3
Grade 10	6
Grade 11	1
Grade 12	4
Total Enrollment	15



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	6.70 %
American Indian or Alaska Native	6.70 %
Asian	%
Filipino	%
Hispanic or Latino	13.30 %
Native Hawaiian or Pacific Islander	%
White	73.30 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.00 %
English Learners	%
Students with Disabilities	26.70 %
Foster Youth	%
Homeless	13.30 %

A. Conditions of Learning

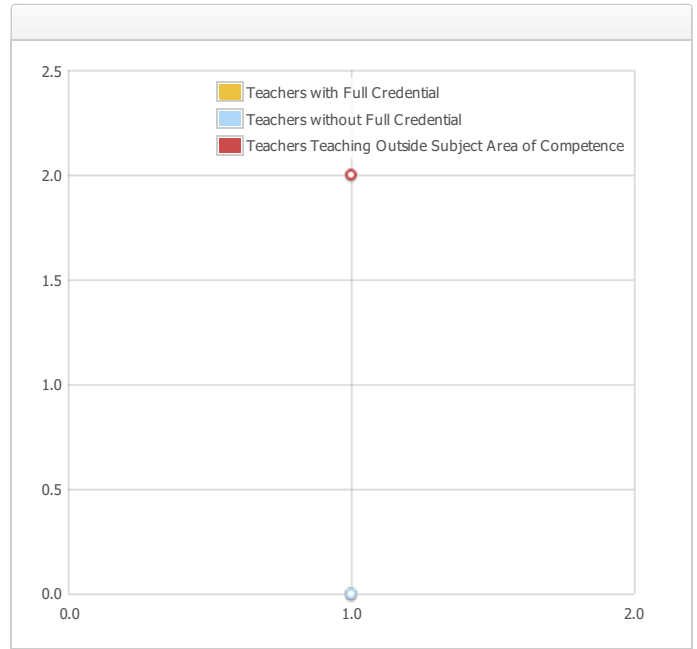
State Priority: Basic

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		0		
Without Full Credential		0		
Teachers Teaching Outside Subject Area of Competence (with full credential)		2		



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		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: 1/30/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and LAnguage 3rd Course Holt Literature and Language 4th Course Holt Literature and LAnguage 5th course		0.00 %
Mathematics	McDougal Littell Math: Algebra 1 Glencoe Mathematics with Business Applications		0.00 %
Science	Science: Physical Science, Biology: Holt		0.00 %
History-Social Science	Fearon American Government Second Edition The Peacemaker Curriculum McDougal Modern World History: Patterns of Interactions Fearon's Economics Second Edition: The Peacemaker Curriculum Fearon's United States History Second Edition: The Peacemakers Curriculum		0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	All students are currently participating in Poetry Outloud with support from the Nevada County Arts Council.		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: 1/30/2020

School Facility Conditions and Planned Improvements

There are two buildings on the campus site; one main and one smaller building. There are three bathrooms in the main building, two are in the office area, one dedicated to students and one to staff. There is another bathroom located in the lower part of the main building near the kitchen and one classroom. The smaller building has one classroom, two bathrooms, and a meeting room held for counseling, small group programs and an occasional board meeting. After school hours the smaller building is sometimes used by community agencies. The population at our school remains at 20 students maximum with 7 staff members, several being part time. We have a small lower patio and fenced in recreation area for student exercise and breaks.

The LEA ensures that the school is in good repair, is safe and functional. Due to the small size, it is easy to keep up on the repairs and maintenance. The site is thoroughly cleaned by our maintenance staff daily, and is cleaned in depth during school breaks. Landscaping is kept up by school maintenance staff as well.

Last updated: 1/29/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: April 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	Good	

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/29/2020

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**

Our numbers are too low for reporting.

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)	20.0%		43.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%		29.0%	31.0%	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: 1/29/2020

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	--	--	--	--	--
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	--	--	--	--	--
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: 1/29/2020

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	--	--	--	--	--
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	--	--	--	--	--
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: 1/29/2020

**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: 1/29/2020

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

Because of the fluidity of our student population, the following metrics are not applicable to our program and student population: A-G requirements, EAP and AP testing.

Last updated: 1/29/2020

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	80.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Number of students tested is too low to report.

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	--	--	--
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.

Last updated: 1/29/2020

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)

Parents, grandparents, caregivers and community members have many opportunities for involvement with our school. Parents are encouraged to participate in regular student and parent conferences concerning their students progress. We also encourage parents to volunteer during several of our yearly activities including our end-of-the-year farewell barbecue. The school site council meets seven times a year, and parents and guardians are encouraged to attend the meetings so have access to important data, contribute to decisions and stay updated on important events concerning their child's schooling.

Anyone wishing to be more involved with Earle Jamieson can contact us at 530-272-5464 and talk to Amy Brooks, the school principal or Diana Ely the school support secretary.

State Priority: Pupil Engagement

Last updated: 1/29/2020

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

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

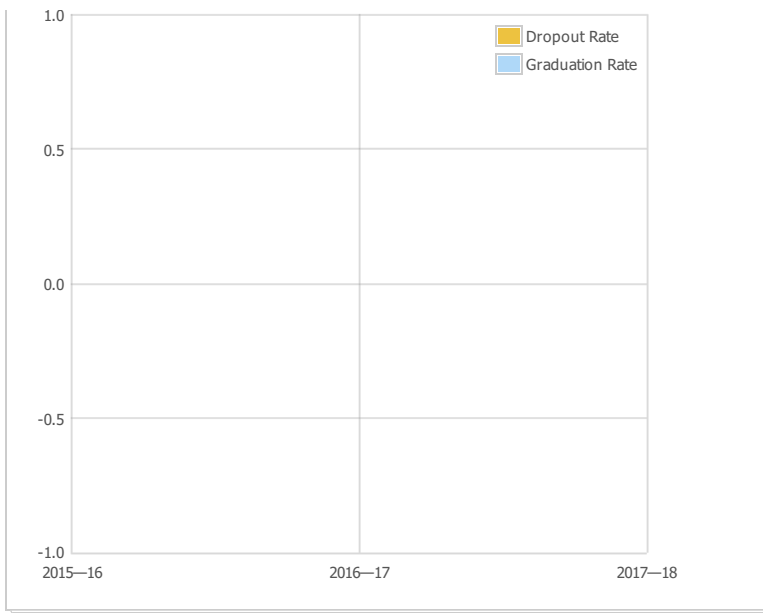
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Since most of our students are do not attend more than one or two semesters, the graduation rate is misleading. Most of our students return to their home schools to complete school and graduate.

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	11.20%	9.70%
Graduation Rate	--	85.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	49.60%	61.90%	9.10%	9.60%
Graduation Rate	--	--	25.00%	23.30%	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: 1/29/2020

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	29.00%	40.50%	25.70%	0.70%	0.70%	0.50%	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: 1/29/2020

School Safety Plan (School Year 2019—20)

Extensive planning was involved in the revision of the 2019-20 safety plan in accordance with state requirements. The plan was created by the NCSoS administration and staff to detail our procedures in case there was an emergency. These plans were made specifically with our school, county and geographical region natural disasters in mind. The plans were designed to assist in preparing for emergencies, managing emergency response efforts and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities and communication with staff, students and parents. We have two staff members who are CPR, first aid, EpiPen and AED certified

Our school conducts regular fire and earthquake drills. The school principal attends monthly County safety meetings and holds a weekly safety meeting during their regular professional development.

Last updated: 1/29/2020

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)

We have no classes grade K-6.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "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				
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).

** "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				
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).

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

Last updated: 1/29/2020

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	2.00	4		
Mathematics	2.00	3		
Science	2.00	2		
Social Science	2.00	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.

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	6.00	2		
Mathematics	6.00	2		
Science	7.00	2		
Social Science	6.00	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.

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	7.00	2		
Mathematics	7.00	2		
Science	5.00	2		
Social Science	5.00	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: 1/29/2020

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

Title	Ratio**
Counselors*	15.00

*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: 1/29/2020

Student Support Services Staff (School Year 2018—19)

Due to low numbers, we do not have any of these staff members with the exception of a part-time Resource teacher.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.30
Other	

*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: 1/27/2020

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	\$37914.00	\$10073.00	\$27841.00	\$76076.00
District	N/A	N/A	\$28208.00	\$67768.00
Percent Difference – School Site and District	N/A	N/A	-1.30%	12.26%
State	N/A	N/A	\$7506.00	\$80680.00
Percent Difference – School Site and State	N/A	N/A	270.92%	-6.05%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

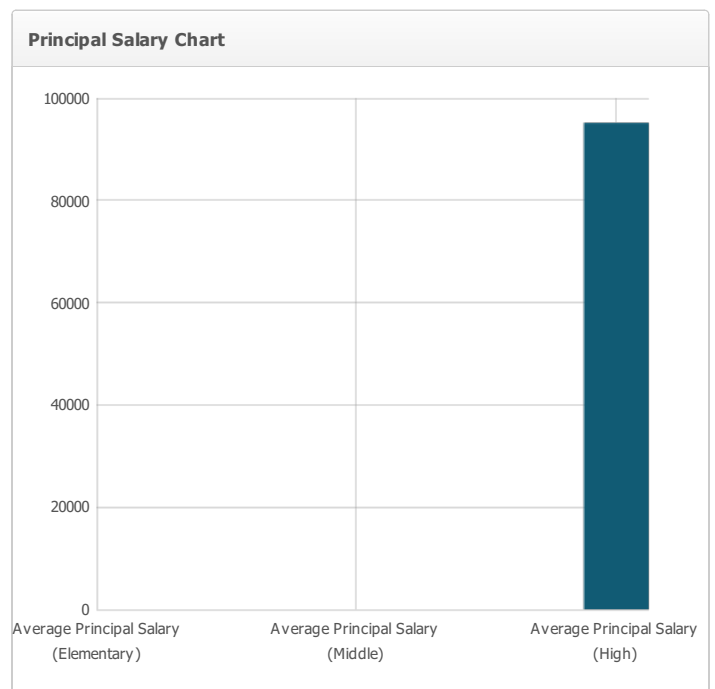
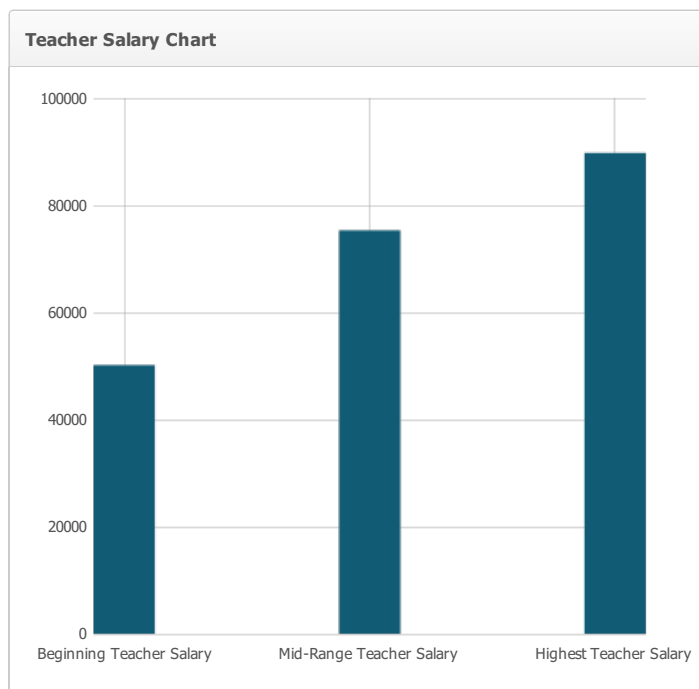
Programs and services at Earle Jamieson include: special education services, foster youth services, homeless youth services are provided through the Nevada County Superintendent of Schools. Girls Circle and Boys Council are provided through Victor Services. Music therapy occurs weekly provided through an independent provider. All students take part in Poetry Out-loud provided by the Arts Council. A variety of speakers are invited to join our monthly Career Café aimed to inspire and introduce various career paths to our students. Sierra Harvest provides monthly nutrition activities and lessons to students with occasional cooking lessons. Nevada County Behavioral Health is involved with many of our students, some meet on campus and some visit their counselors outside of school hours. The Tobacco Use Prevention Education (TUPE) program assists our students with tobacco use prevention education. All students have access to our school counselor. Drivers education courses are provided to students when they are of age. All students are provided with ELA and math remediation courses.

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,164	--
Mid-Range Teacher Salary	\$75,313	--
Highest Teacher Salary	\$89,775	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$95,174	--
Superintendent Salary	\$143,894	--
Percent of Budget for Teacher Salaries	30.63%	--
Percent of Budget for Administrative Salaries	10.25%	--

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



Last updated: 1/30/2020

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

As a community school and due to low population, we do not offer AP courses.

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		4	