

Willow Oaks 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/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.



Ms. Michelle Masuda Lee, Principal

Principal, Willow Oaks Elementary

About Our School

Contact

Willow Oaks Elementary
620 Willow Rd.
Menlo Park, CA 94025-2619

Phone: 650-329-2850
Email: mmasuda@ravenswoodschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Contact Information (School Year 2019—20)	
School Name	Willow Oaks Elementary
Street	620 Willow Rd.
City, State, Zip	Menlo Park, Ca, 94025-2619
Phone Number	650-329-2850
Principal	Ms. Michelle Masuda Lee, Principal
Email Address	mmasuda@ravenswoodschools.org
Website	www.ravenswoodschools.org
County-District-School (CDS) Code	41689996044416

Last updated: 12/12/2019

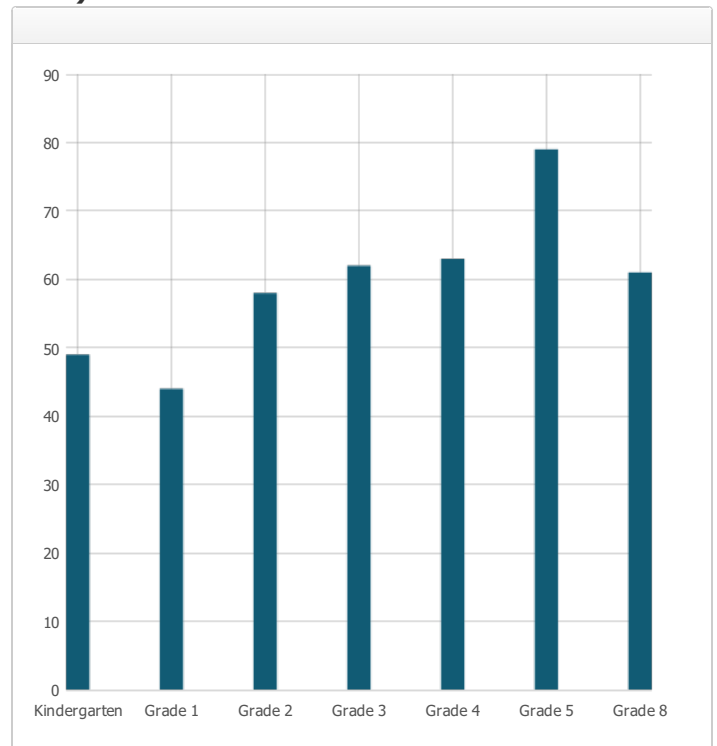
School Description and Mission Statement (School Year 2019—20)

Willow Oaks Elementary School has made a strong commitment to provide a positive climate for learning in which all students can reach their fullest potential in academics, arts, and athletics. We are a community of peace, respect, and learning. We strive to create and maintain a culture that fosters the healthy, emotional, intellectual, social, and physical growth of each student. We value education as a process of opening our students' minds to become critical thinkers.

Last updated: 12/12/2019

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

Grade Level	Number of Students
Kindergarten	49
Grade 1	44
Grade 2	58
Grade 3	62
Grade 4	63
Grade 5	79
Grade 8	61
Total Enrollment	416



Last updated: 12/12/2019

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

Student Group	Percent of Total Enrollment
Black or African American	3.60 %
American Indian or Alaska Native	%
Asian	1.20 %
Filipino	0.50 %
Hispanic or Latino	86.30 %
Native Hawaiian or Pacific Islander	6.70 %
White	0.50 %
Two or More Races	1.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.50 %
English Learners	74.30 %
Students with Disabilities	13.50 %
Foster Youth	0.50 %
Homeless	36.80 %

A. Conditions of Learning

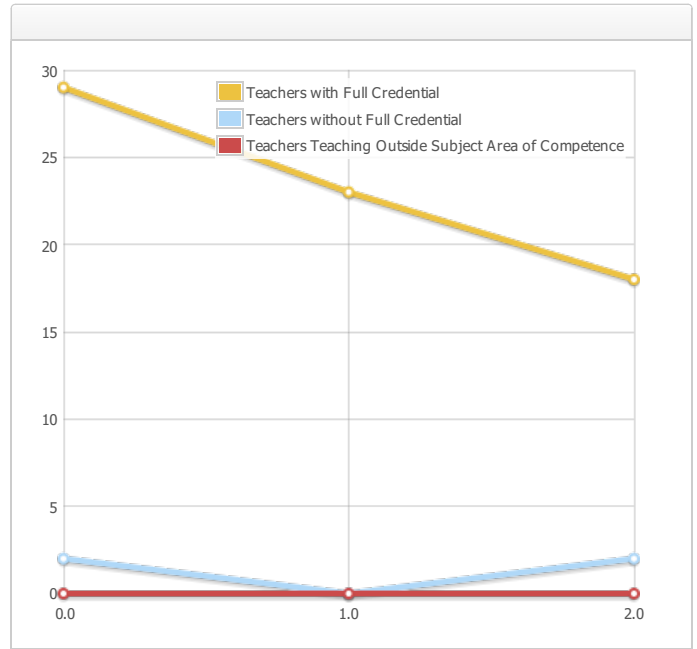
State Priority: Basic

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	29	23	18	110
Without Full Credential	2	0	2	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2020

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: 1/6/2020

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	TK-5 ELA: Booksource, "Leveled Book Sets," 2015 TK-5 ELD: Hameray, "Oral Language Development Series," 2014	Yes	0.00 %
Mathematics	TK-5: Pearson, "Investigations," 2017	Yes	0.00 %
Science	TK-5: MacMillan/McGraw Hill, "California Science," 2008	Yes	0.00 %
History-Social Science	TK-5: Scott Foresman, "CA Social Studies," 2007	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing 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: 1/13/2020

School Facility Conditions and Planned Improvements

Originally constructed in 1951, Willow Oaks Elementary School is a clean and well-maintained facility that is welcoming to both students and their families. Teachers, Administrators and Custodial Staff members should be commended for the obvious attention paid to cleanliness and student safety. Classrooms visited were neat, well-organized and free of the clutter often found in elementary schools, while restrooms were found to be clean and well stocked. The newly installed Kinder Play Area is clean and safe while the newly resurfaced entry area and parking lot represents a significant upgrade to the facility. It should also be noted that the deficiencies found this year are minor in nature and easily corrected. However, as noted in the evaluation detail section of this document, teachers should be reminded that HVAC in intake grates require three feet of clearance and must never be blocked and that plug-in air fresheners are not permitted. In addition, while the asphalt areas in front of the school have recently been resurfaced, much of the asphalt covering the student play area remains cracked and uneven. Many spots contain large amounts of loose gravel as well. These issues present tripping hazards and as such, should be addressed as soon as possible.

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES = 98.86%

SCHOOL RATING= VERY GOOD

Last updated: 1/10/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 20: HVAC vent blocked not allowing 3' clearance. Items were moved.
Interior: Interior Surfaces	Good	none noted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Room 32: Room used as storage. The restroom was completely blocked by shelves and "stuff"
Electrical: Electrical	Good	none noted
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Room 2= water faucet is loose. Maintenance repaired. Room 15= drinking fountain has low water pressure. Maintenance to repair. Boys restroom by room 13= toilet in last stall needs adjustment, does not flush properly. Maintenance repaired while on site. Room 17: Water faucet is loose= Maintenance repaired while on site. Portable, Girls restroom= toilet in ADA stall needs thorough cleaning. Custodian instructed to deep clean.
Safety: Fire Safety, Hazardous Materials	Good	none noted
Structural: Structural Damage, Roofs	Good	none noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Room 11: access to classroom's back door completely blocked. Assisted teacher in moving and rehoming items.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/10/2020

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)	16.0%	19.0%	24%	18%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	17.0%	15%	12%	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: 1/4/2020

**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	260	248	95.38%	4.62%	19.35%
Male	142	135	95.07%	4.93%	19.26%
Female	118	113	95.76%	4.24%	19.47%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	226	219	96.90%	3.10%	17.81%
Native Hawaiian or Pacific Islander	15	15	100.00%	0.00%	33.33%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	240	230	95.83%	4.17%	18.26%
English Learners	230	222	96.52%	3.48%	17.12%
Students with Disabilities	32	30	93.75%	6.25%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	104	97	93.2%	6.8%	21.64%

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: 1/4/2020

**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	260	255	98.08%	1.92%	17.25%
Male	142	139	97.89%	2.11%	21.58%
Female	118	116	98.31%	1.69%	12.07%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	226	225	99.56%	0.44%	16.89%
Native Hawaiian or Pacific Islander	15	15	100.00%	0.00%	26.67%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	240	235	97.92%	2.08%	17.45%
English Learners	230	229	99.57%	0.43%	16.59%
Students with Disabilities	32	30	93.75%	6.25%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	104	102	98%	2%	17.65%

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: 1/4/2020

**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: 1/4/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/13/2020

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	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	40.00%	16.00%	3.00%

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: 1/4/2020

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)

Family involvement is integral for student success. Our families are able to lead and support school wide family events through our Parent Teacher Club/School Site Council/ELAC committee. This group meets once a month to provide information for families as well as offer different ways they can participate at school. In addition, parents are also able to volunteer in classrooms and on field trips. Families also attend parent-teacher conferences twice a year in addition to other meetings as requested.

State Priority: Pupil Engagement

Last updated: 12/12/2019

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

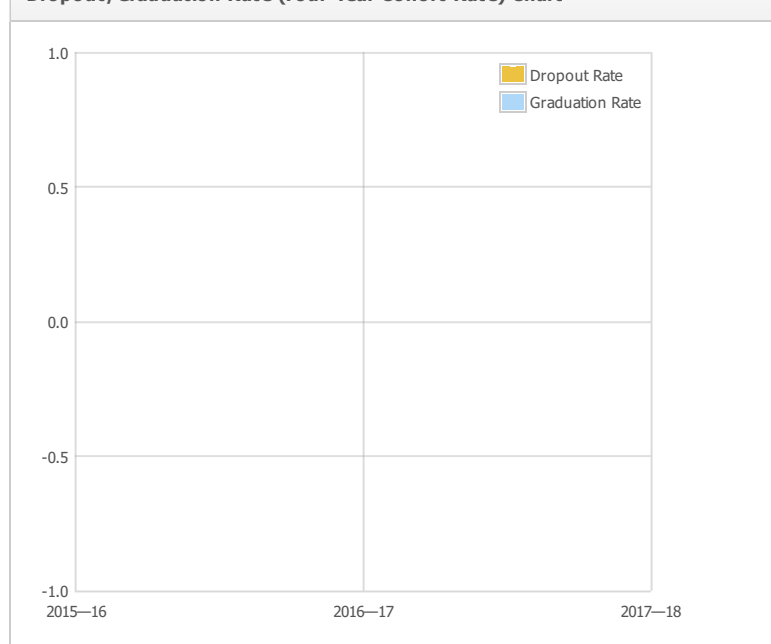
- High school dropout rates; and
- High school graduation rates

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	--	--	10.80%	19.40%	9.10%	9.60%
Graduation Rate	--	--	67.60%	75.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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	4.30%	3.60%	2.80%	5.50%	3.80%	3.40%	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: 12/12/2019

School Safety Plan (School Year 2019—20)

Willow Oaks comprehensive safety plan was created with our School Site Council/ELAC committee. It was approved on December 6, 2019 by our SSC/ELAC committee. The plan was then shared with the school leadership team on December 11, 2019 and was approved. The key elements of our safety plan include the San Mateo County's safety protocols called "The Big Five". The plan also includes the school's evacuation routes for both on and off campus as well as how the school will contact parents when there is an emergency.

Last updated: 12/12/2019

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	23.67		3	
1	22.33		3	
2	19.33		3	
3	23.33		3	
4	28.50		2	
5	30.00		2	
6	28.50		2	
Other**	26.00		1	

* 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	23.00		2	
1	23.67		3	
2	21.67		3	
3	22.00		3	
4	28.50		2	
5	28.00		2	
6				
Other**	26.00		1	

* 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	24.00		2	
1	22.50		2	
2	22.00		2	
3	24.00		2	
4	30.50		2	
5	26.33		3	
6				
Other**	24.00		1	

* 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: 1/8/2020

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	28.00	1	4	1
Mathematics	30.00		2	
Science	31.00		3	1
Social Science	31.00		3	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	3	4	
Mathematics	29.00		4	
Science	29.00		4	
Social Science	29.00		4	

* 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	27.00	1	2	
Mathematics	31.00		2	
Science	31.00		2	
Social Science	31.00		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: 1/13/2020

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

Title	Ratio**
Counselors*	0.14

*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: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.14
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.50
Social Worker	0.00
Nurse	0.29
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
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: 1/6/2020

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	\$7995.00	\$2207.00	\$5788.00	\$69235.00
District	N/A	N/A	\$9229.00	\$69622.00
Percent Difference – School Site and District	N/A	N/A	-45.83%	-0.55%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	-25.85%	-11.42%

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

Last updated: 1/13/2020

Types of Services Funded (Fiscal Year 2018—19)

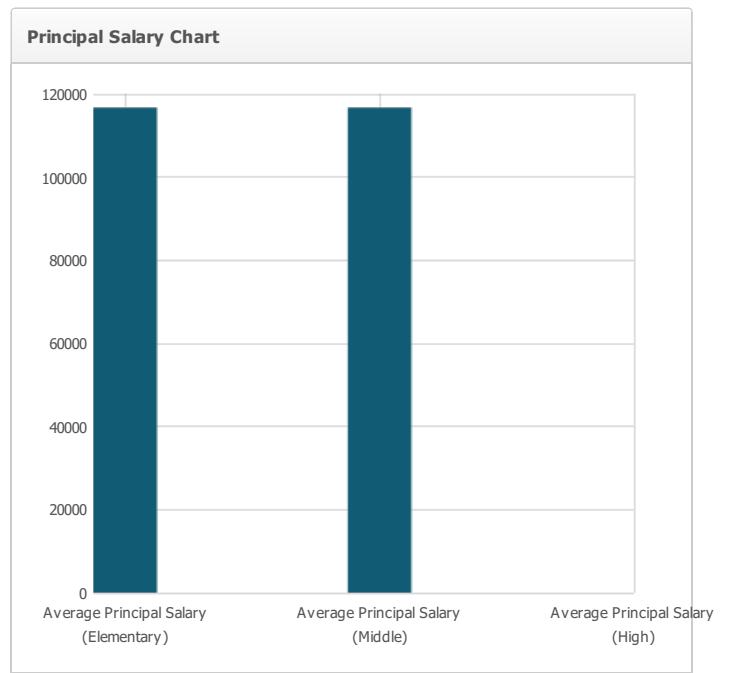
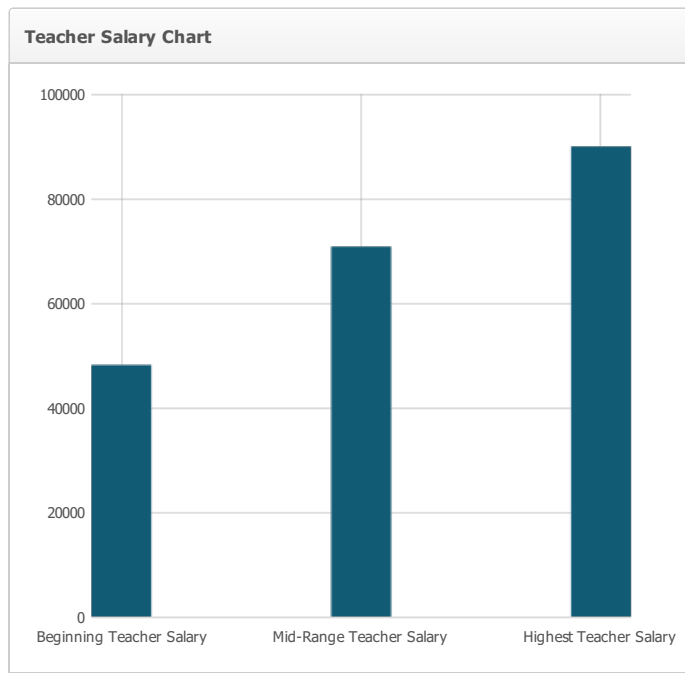
We have a variety of programs to support students throughout the day and through our after school program. We have reading intervention through Reading Recovery Teachers and a Teacher on Special Assignment. We have a part time Library Instructional Media Specialist to support students' research projects. We use funds to help supplement curriculum with books at students' levels and interests to meet standards. Our bilingual clerk supports our families for translations and interpretations. They also support attendance efforts by calling families when students are absent. They also coordinate with families when there is a need for independent study. We have a Makerspace teacher so that students are able to have STEM activities as a part of their school experience. Students have art and music for their visual arts and performing arts education. We work with community organizations to have volunteers in classrooms, classrooms adopted for support, and hands on science lessons. We also work with community organizations to support organized play for students and counseling needs. We have our school leadership team to discuss data, to plan for the school, and to continuously make improvements. Our campus relations coordinator and vice principal spearhead the implementation of our PBIS plan. We hold data meetings with grade levels and student concern meetings. We also hold SSTs. We have a MTSS team to address concerns and possible supports.

Last updated: 1/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,158	\$49,378
Mid-Range Teacher Salary	\$70,809	\$77,190
Highest Teacher Salary	\$89,971	\$96,607
Average Principal Salary (Elementary)	\$116,715	\$122,074
Average Principal Salary (Middle)	\$116,715	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$192,814	\$189,346
Percent of Budget for Teacher Salaries	27.00%	36.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

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



Last updated: 1/6/2020

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: 1/13/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	8.3