

Analy High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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)

School Contact Information	
School Name	Analy High School
Street	6950 Analy Ave.
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707) 824-2314
Principal	Raul Guerrero
E-mail Address	rguerrero.ahs@wscuhsd.k12.ca.us
Web Site	www.analyhighschool.org
CDS Code	49 70607 4930400

District Contact Information	
District Name	West Sonoma County Union High School District
Phone Number	(707) 824-6412
Superintendent	Toni Beal
E-mail Address	tbeal.do@wscuhsd.k12.ca.us
Web Site	www.wscuhsd.k12.ca.us

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

The geographic and symbolic heart of Sebastopol, CA, Analy High School is located on the beautiful Laguna de Santa Rosa and gateway to the coast, about an hour north of San Francisco. One of two comprehensive high schools in the West Sonoma County Union High School District, Analy is located in a town of approximately 8,000 people which spans through small farms; open land; vineyards, and dairy land. Many Analy parents choose to raise their families in the rural community while commuting to their jobs in the Bay Area. A progressive, diverse community, Analy embraces a tradition of academic excellence in a safe and positive learning environment. The Analy High School community and alumni are proud to lend their unwavering support to over 100 years of excellence. In a desire to seek the best education opportunities available for their students, 25% of our student population attend Analy on inter district transfers. In addition to community support, Analy High School proudly recognizes our in house, parent support groups which include: Band Wagon, Ag Boosters, Education Foundation, Athletic Boosters and ELAC. Analy High School offers a wide variety of elective programs based on student interest. 45% of Analy High School graduates choose to continue to higher education at a four year college or university while others choose to attend Santa Rosa Junior College and transfer to the college or university of their choice from the Junior College. A quarter of Analy students participate in the Advanced Placement Program with an overall pass rate of over 72%; many of these students take Honors Courses in preparation for the rigorous, college level, Advanced Placement Courses. Recognizing that many of our students have career interests beyond the classroom, Analy High School is in the process of creating CTE Pathways to address academic and career readiness requirements at graduation. Administered to all 11th grade students, Analy High School students represent some of the best pass rates in the County for the CAASPP (California Assessment of Student Progress and Performance) in English and Math; 74.4% of all juniors met or exceeded standards in English and 46.4% of juniors met or exceeded standards in Math during the 2017-2018 testing cycle. Our "Expected Student Learner Outcomes" (SLO's) - "Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity/Social Personal Responsibility" are born out of a desire to create a well rounded student and lifelong learner.

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

Grade Level	Number of Students
Grade 9	325
Grade 10	272
Grade 11	271
Grade 12	277
Total Enrollment	1,145

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.6
Asian	3.6
Filipino	0.6
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.2
White	70.0
Socioeconomically Disadvantaged	29.3
English Learners	2.3
Students with Disabilities	10.5
Foster Youth	0.3

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	64	57	50	97
Without Full Credential	0	1	3	6
Teaching Outside Subject Area of Competence (with full credential)	2	1	7	18

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.

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

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%
Mathematics	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%
Science	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%
History-Social Science	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%
Foreign Language	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%
Health	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%
Visual and Performing Arts	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	No	
Science Laboratory Equipment (grades 9-12)	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: http://wscuhd.k12.ca.us/about-wscuhd/	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the Facility Inspection Tool, developed by the State of California Office of Public School Construction, the school facility is in “exemplary” condition.

Although the school site was rated exemplary, efforts of our school district community, a bond was successfully passed in November of 2010 to modernize the West Sonoma Union High School District campuses.

Most recently, the Director of Maintenance & Operations is developing a short and long term deferred maintenance program to take care of routine maintenance needs. In June 2018 the District passed a \$91 million dollar facilities improvement bond; funds from this bond will be used to make necessary facilities improvements at Analy and across the District.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/25/19		
System Inspected	Repair Status	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	several roofs around campus are in need of replacement; bond funds will be used.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/25/19	
Overall Rating	Exemplary
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	85.0	74.0	76.0	65.0	48.0	50.0
Mathematics (grades 3-8 and 11)	45.0	46.0	41.0	42.0	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.

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	267	254	95.13	74.41
Male	134	129	96.27	69.77
Female	133	125	93.98	79.20
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	44	97.78	65.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	189	94.50	76.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	72	93.51	68.06
English Learners	--	--	--	--
Students with Disabilities	19	17	89.47	23.53
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.

**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	267	252	94.38	46.43
Male	134	128	95.52	46.88
Female	133	124	93.23	45.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	44	97.78	34.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	187	93.5	48.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	71	92.21	42.25
English Learners	--	--	--	--
Students with Disabilities	19	16	84.21	12.5
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

Career Technical Education Programs (School Year 2017-18)

In addition to providing a challenging academic program, Analy High School also offers a strong vocational program. Through the creation of a 7 period day, we have been able to offer our students the rigors of UC requirements and a practical connection between the educational experience and essential requirements of the “work world”. During the 2017-2018 school year, students entered Career Technical classes such as: Video, Advanced Ag, Floral, Advanced Foods, Woodshop, Graphic Arts and Computer Programming. These classes allow students to enrich their academic skills by also providing them the practical connection to the everyday work world and the skills they will need to be successful after graduation.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	779
% of pupils completing a CTE program and earning a high school diploma	12.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86.6%

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	98.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	55.6

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.3	17.2	63.0

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.

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)

Opportunities for parent involvement at Analy High School include -

Analy Athletic Booster Club: Board President – Erica Vogel 707.775.1830
 Analy Education Foundation: President – Rachael Fitch 707.975.5467
 Analy Band Wagon: President – Michael Ost 707.328.8123
 Analy Ag Boosters: President - Susan Maners 707.486.1209

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.7	0.9	0.3	4.6	5.9	2.5	10.7	9.7	9.1
Graduation Rate	97.7	97.8	96.3	91.2	91.3	91.4	82.3	83.8	82.7

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/>.

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

Group	Graduating Class of 2017		
	School	District	State
All Students	96.0	92.0	88.7
Black or African American	100.0	75.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	91.7	87.5	94.9
Filipino	50.0	66.7	93.5
Hispanic or Latino	97.9	88.9	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	96.3	93.1	92.1
Two or More Races	93.8	100.0	91.2
Socioeconomically Disadvantaged	100.0	97.7	88.6
English Learners	40.0	60.0	56.7
Students with Disabilities	93.1	70.8	67.1
Foster Youth	0.0	50.0	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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.1	4.5	5.8	4.9	4.5	8.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Compliance School Safety Plan was last updated Fall of 2017 and will be updated again during the Spring of 2019. A committee of administrators, teachers, parents, classified staff and students developed this plan and the plan is reviewed every year by the police and our Site Council. Fall 2017 updates included:

- Data from the latest California Healthy Kids Survey was used to address student concerns and needs regarding depression and suicide statistics.
- The staff and students participated in OCR, district wide lessons for addressing what harassment means and how to prevent harassment of any type on campus.
- The staff received an OCR district training for handling harassment allegations
- Added parent education and outreach examples regarding drugs, alcohol, cyber safety and digital citizenship.
- Revamped and updated our emergency evacuation procedures
- Our staff has received District provided training on how to identify students that may be "under the influence".

Additionally, our administrative team works diligently to provide a safe campus for all. We have a long term, sustained, relationship with Sebastopol Police Department, the station is nearby and they are quick to respond to our needs. Our Principal and Police Chief meet once every couple of months to discuss the safety of the campus and any local issues that need to be addressed. Through a state grant, AHS also provides a Drug/Alcohol counselor on staff.

Analy is a safe campus. Gang related activity is minimal to non – existent and the administration diligently works to keep trouble off of our campus. In order to assist with a safe campus, teachers rotate campus supervisions on a regular basis.

The school has taken several steps to make the campus more secure. These steps include: Utilization of security badges for faculty and staff, check in procedures for campus visitors, developing and practicing emergency procedures for “intruder on campus” (in coordination w/ the local police department) drills, fire drills, earthquake drills, and shelter in place drills. Our campus also maintains multiple security cameras.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	13	38	3	25.0	12	33	5	26.0	11	18	15
Mathematics	23.0	7	13	2	23.0	6	4	3	28.0	6	22	9
Science	30.0	1	23	8	30.0	1	18	13	28.0	7	15	12
Social Science	29.0	2	31	10	31.0	2	16	20	31.0	1	18	18

Note: 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.

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	3.8	306
Counselor (Social/Behavioral or Career Development)	.88	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.16	N/A
Speech/Language/Hearing Specialist	.11	N/A
Resource Specialist (non-teaching)		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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,838	\$1,044	\$5,794	\$67,731
District	N/A	N/A	\$8,186	\$69,562
Percent Difference: School Site and District	N/A	N/A	-34.2	-2.7
State	N/A	N/A	\$7,125	\$79,496
Percent Difference: School Site and State	N/A	N/A	-20.6	-16.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

- English Language Learners Education (ELL)
- LCAP Funding Grant to engage parents and students through AHS Site Council
- Agricultural Grant
- Grant for Drug and Alcohol Counselor
- Staff Development Funding
- CTE Grant

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,690	\$48,783
Mid-Range Teacher Salary	\$66,160	\$80,177
Highest Teacher Salary	\$83,950	\$104,535
Average Principal Salary (Elementary)	\$0	\$128,506
Average Principal Salary (Middle)	\$0	\$154,350
Average Principal Salary (High)	\$118,558	\$133,486
Superintendent Salary	\$164,000	\$181,868
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	6	N/A
Social Science	5	N/A
All courses	16	19.2

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The district provided two Staff Development days that did not include student participation. Additionally, our site offers two (2) Common Planning Time (CPT) days per week which allow individual departments to meet to develop curriculum, plan common lessons and assessments, and collaborate interdepartmentally. Our certificated staff is encouraged to attend conferences and various programs that are offered for which funding is made available through Staff Development funding.