

## Shoreline Middle

# 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.



### Colleen Martin, Principal

Principal, Shoreline Middle

#### About Our School

Welcome students, staff, parents, and community members!

I am honored to be the principal of Shoreline Middle School. I have worked at Shoreline for 26 years and enjoy watching former students come back as parents and staff. Shoreline has a dedicated staff, committed to the social, emotional and academic success of our middle school students. We embrace a very collaborative approach to teaching and learning, together. We foster a growth mindset where mistakes are gifts and effort is rewarded. The students at Shoreline are friendly, respectful, helpful, hard-working and compassionate. We look forward to watching them become future leaders!

#### Contact

Shoreline Middle  
855 17th Ave.  
Santa Cruz, CA 95062-4169

Phone: 831-475-6565  
Email: [cmartin@lsd.ca](mailto:cmartin@lsd.ca)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Live Oak Elementary
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Lorie Chamberland
<b>Email Address</b>	<a href="mailto:lchamberland@losd.ca">lchamberland@losd.ca</a>
<b>Website</b>	<a href="http://www.losd.ca">http://www.losd.ca</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Shoreline Middle
<b>Street</b>	855 17th Ave.
<b>City, State, Zip</b>	Santa Cruz, Ca, 95062-4169
<b>Phone Number</b>	831-475-6565
<b>Principal</b>	Colleen Martin, Principal
<b>Email Address</b>	<a href="mailto:cmartin@losd.ca">cmartin@losd.ca</a>
<b>Website</b>	<a href="https://sl.losd.ca/">https://sl.losd.ca/</a>
<b>County-District-School (CDS) Code</b>	44697656113559

*Last updated: 1/9/2020*

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

Shoreline Middle School is located on the Central Coast of California in the unincorporated, primarily residential community of Live Oak. It is situated between Santa Cruz and Capitola and is bordered by the Monterey Bay. Shoreline Middle School serves approximately 525 students in grades 6-8 and reflects a wide range of cultural and socioeconomic diversity similar to that of the Live Oak community. Shoreline Middle School, through its partnership with the community, provides a safe environment where mutual respect, equity and educational excellence are fostered and valued. We work together to realize our district's vision, mission and goals for students.

The Live Oak District Vision: All students will have the confidence, knowledge and ability to pursue their dreams and realize their full potential. All students will have the courage, character and compassion to make a meaningful impact in the world.

Live Oak District Mission: Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative learning environment.

Live Oak District Goals:

I - Image, Outreach and Family Engagement: Increase parental involvement at all schools through effective communication and opportunities for engagement and leadership, with a focus on supporting student learning.

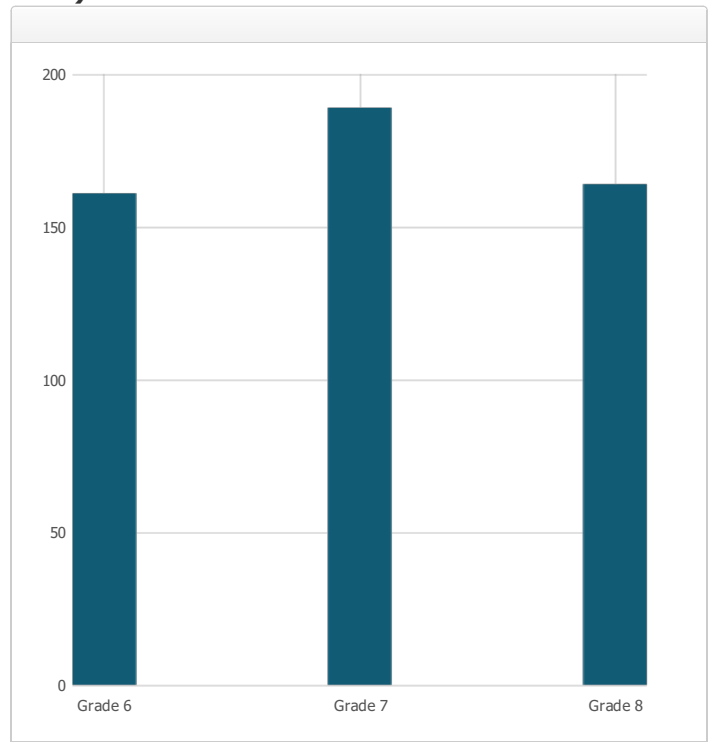
II - Academic Achievement & 21st Century Learning: Ensure that all students are making measurable progress in a rigorous academic program aligned to the state standards.

III - Social-Emotional and Physical Wellness: Invest in pupil wellness to ensure their engagement at school and in learning. Ensure safe and healthy school communities for students, parents, and teachers.

*Last updated: 1/9/2020*

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

Grade Level	Number of Students
Grade 6	161
Grade 7	189
Grade 8	164
Total Enrollment	514



Last updated: 1/9/2020

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

Student Group	Percent of Total Enrollment
Black or African American	1.60 %
American Indian or Alaska Native	1.40 %
Asian	3.10 %
Filipino	2.10 %
Hispanic or Latino	65.80 %
Native Hawaiian or Pacific Islander	0.40 %
White	22.80 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.90 %
English Learners	18.50 %
Students with Disabilities	14.80 %
Foster Youth	0.60 %
Homeless	13.40 %

## A. Conditions of Learning

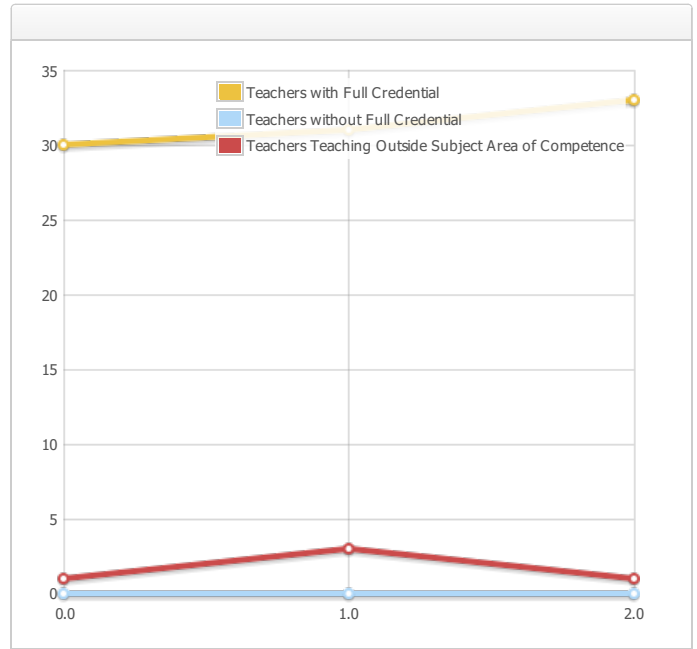
### State Priority: Basic

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

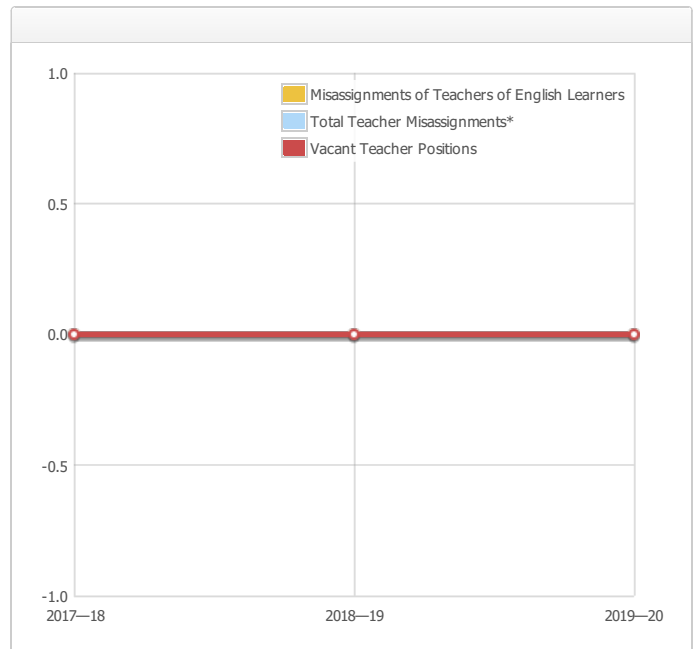
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	30	31	33	92
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	3	1	1



Last updated: 12/30/2019

#### 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: 12/30/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson, myPerspectives Cengage Learning, Inside IXL Grammar	Yes	0.00 %
Mathematics	2019-2020 Pilot year Illustrative Math by Open Up Resources IXL Math HMH Do the Math Now, Marilyn Burns		0.00 %
Science	2019-2020 Pilot year S.E.P.U.P by LabAids Amplify Science		0.00 %
History-Social Science	Teacher's Curriculum Institute: History Alive	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 12/16/2019*

## School Facility Conditions and Planned Improvements

The Shoreline Middle School facility opened in April 1997 and is maintained expertly. During the summer of 2009, extensive repairs and improvements were completed for Shoreline Middle School, including a new roof, new siding, and HVAC repairs. Shoreline Middle School has a sufficient number of classrooms, staff workrooms and playground space to support teaching and learning in an organized environment. The district maintenance crew completes periodic checks and responds to site requests for repairs and upgrades in an efficient manner. Shoreline Middle School has 26 classrooms, three portables, a library, multipurpose room, weight room, two locker rooms, an administrative office, staff workroom and lunchroom, woodshop, music room, five outdoor basketball courts, a regulation soccer field, softball field, and the required amount of bathrooms. There are 2.33 full-time equivalent custodians who work between early morning and late night to clean the facilities and provide access to outside groups. Before, during and after the school day, two administrators, a counselor and a campus supervisor monitor student behavior and ensure that visitors sign in at the office. In the Spring of 2017, the school completed the construction of a brand new building, to house the Boys and Girls Club program. Brand new carpet was installed in all classrooms during the summer of 2018, and in the library, main office, hallways and stairs in the summer of 2019. The existing grass soccer field was reconstructed as an artificial turf soccer complex with an all-weather running path and will be open in January 2020.

*Last updated: 1/7/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 12/16/2019*

## 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)	52%	48%	56%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34%	38%	44%	36%	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: 12/20/2019*

**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	513	507	98.83%		48.32%
Male	258	255	98.84%		38.43%
Female	255	252	98.82%		58.33%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	17	17	100%		64.71%
Filipino	11	11	100.00%		63.64%
Hispanic or Latino	340	337	99.12%		39.47%
Native Hawaiian or Pacific Islander	--	--	--		
White	113	112	99.12%		70.54%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	319	315	98.75%		40.00%
English Learners	259	257	99.23%		34.24%
Students with Disabilities	79	77	97.47%		14.29%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	65	65	100.00%	0.00%	29.23%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/20/2019*



**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	513	507	98.83%		38.46%
Male	258	255	98.84%		30.98%
Female	255	252	98.82%		46.03%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	17	17	100%		70.59%
Filipino	11	11	100.00%		27.27%
Hispanic or Latino	340	337	99.12%		31.45%
Native Hawaiian or Pacific Islander	--	--	--		
White	113	112	99.12%		54.46%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	319	315	98.75%		30.79%
English Learners	259	257	99.23%		25.68%
Students with Disabilities	79	77	97.47%		11.69%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	65	65	100.00%	0.00%	20.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/20/2019*

# 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
7	22.70%	20.90%	44.20%

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: 1/2/2020*

## 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)

Shoreline offers parents a number of opportunities to become involved in school activities. Our Home and School Club provides parents the opportunity to help raise much-needed funds for school programs, activities and resources. Parents may also choose to run for election to the Home and School Club/School Site Council and English Learner Advisory Committee, or volunteer to assist with many activities and events throughout the year, including but not limited to:

- School concerts
- Driving and chaperoning for field trips
- Chaperoning at school dances
- Planning team for graduation activities.

For more information on how to become involved, please contact the school office at (831) 475-6565.

### State Priority: Pupil Engagement

*Last updated: 12/16/2019*

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

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

# 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	4.60%	6.40%	2.30%	2.50%	2.70%	2.00%	3.60%	3.50%	3.50%
Expulsions	0.40%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/30/2019*

## School Safety Plan (School Year 2019—20)

Teachers, administrators, support staff and first responders work together to ensure that we maintain a safe and positive learning environment for all students. All visitors are required to check in at the front office and yard duty staff supervise students on the yard and in the cafeteria. All of our schools also implement Positive Behavioral Supports and Interventions and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons.

Pursuant to Sections 32280-32288 of the California Education Code, Shoreline Middle School, writes, develops, and adopts a Comprehensive School Safety Plan relevant to the needs and resources of our school on an annual basis. The Part II-Internal Components of the Comprehensive Safety Plan was discussed with staff in August of 2019. All components of the 2019-20 Comprehensive Safety Plan was considered by the Board of Trustees. Our Comprehensive School Safety Plan is a result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on our school campus, and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies

*Last updated: 12/16/2019*

## 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				
1				
2				
3				
4				
5				
6	29.00	1	25	4
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	28.00	4	30	4
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	24.00	9	26	2
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: 12/19/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	20.00	10	11	
Mathematics	16.00	2		1
Science	25.00	5	10	1
Social Science	25.00	3	12	

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	21.00	9	11	
Mathematics	24.00	6	10	
Science	24.00	3	12	
Social Science	24.00	5	10	

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	18.00	12	9	
Mathematics	22.00	4	12	
Science	10.00	2		
Social Science	23.00	6	9	

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

*Last updated: 12/19/2019*

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

Title	Ratio**
Counselors*	514.00

\*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: 12/19/2019*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.80
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	2.00
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: 1/7/2020*

**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	\$7808.00	\$1157.00	\$6652.00	\$69548.00
District	N/A	N/A	\$8741.00	\$73639.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2020

**Types of Services Funded (Fiscal Year 2018—19)**

## Social/Emotional Learning:

- PBIS (Positive Behavior Interventions and Supports)
- Second Step (Social Emotional Learning Curriculum)
- Salud y Carino (Girls' Social Skills Group)
- Boys To Men (Boys' Social Skills Group)
- Full time school counselor
- Part-time mental health counselor
- School Psychologist

## Academic Supports:

- Zero period (before school) ELD (English Language Development)
- Zero period (before school) Math (Accelerated Math 1)
- Zero period (before school) 9 week Math Intervention (7th & 8th grade)
- Homework Club in our library after school - 4 days per week
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## Extra-curricular activities

- After school sports program
- Clubs (ROV, Chess, Language Ambassadors)

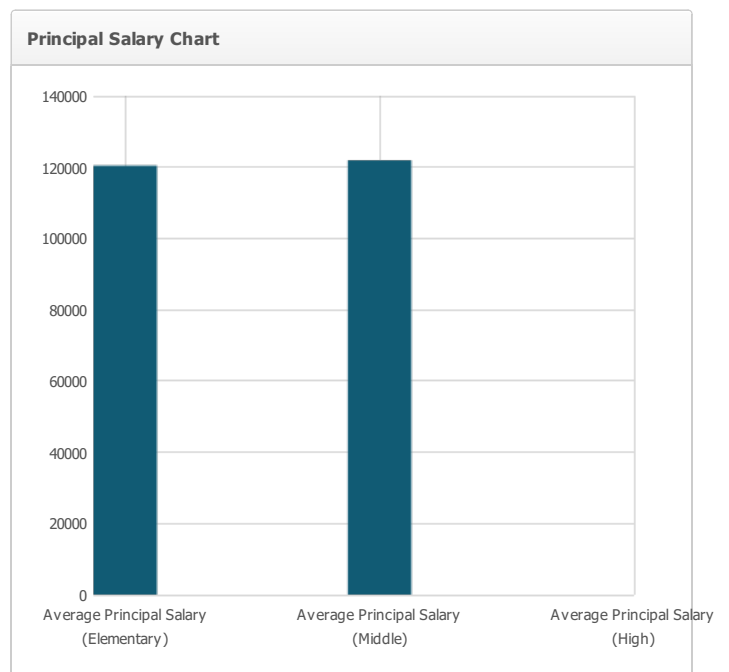
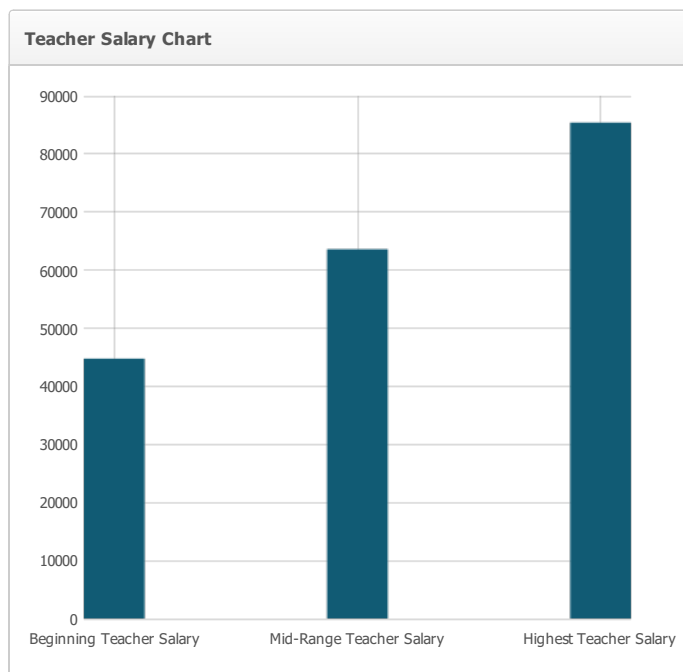
Last updated: 12/16/2019



## Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$49,378
Mid-Range Teacher Salary	\$63,610	\$77,190
Highest Teacher Salary	\$85,411	\$96,607
Average Principal Salary (Elementary)	\$120,458	\$122,074
Average Principal Salary (Middle)	\$121,958	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$182,000	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	8.00%	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: 12/16/2019

## Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3