

Marin's Community

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.



Katy Foster

Principal, Marin's Community

About Our School

Strong parent and family collaboration is a pillar to the success of our students. We work with parents and families to get their ideas about how to create systems that best support students through our combined School Site Council/English Learners Advisory Committee which meets monthly and reviews data to make recommendations to the administrators. We also hold at least six meetings throughout the year to involve more parents and community members in school activities and the continual improvement process. We work closely with our non-profit partners to increase parent participation and provide services to families.

In April 2019 we were able to reallocate resources and hire a full-time Family Engagement Specialist who will streamline the support and outreach and ensure that families are connected to needed services in support of student success. Since then we have organized a Family Leadership Team and supported parents to organize themselves in order to advise our school programs and reach out to the broader community to influence programs and practices.

Contact

Marin's Community
1111 Las Gallinas Ave.
San Rafael, CA 94903-1843

Phone: 415-491-0581
Email: kfoster@marinschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Marin County Office of Education
Phone Number	(415) 472-4110
Superintendent	Mary Jane Burke
Email Address	mjburke@marinschools.org
Website	www.marinschools.org

School Contact Information (School Year 2019—20)	
School Name	Marin's Community
Street	1111 Las Gallinas Ave.
City, State, Zip	San Rafael, Ca, 94903-1843
Phone Number	415-491-0581
Principal	Katy Foster
Email Address	kfoster@marinschools.org
Website	www.marinschools.org
County-District-School (CDS) Code	21102152130037

Last updated: 1/8/2020

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

Marin's Community School is a county day program that serves 7th- through 12th-grade students from around the county and operates in tandem with Phoenix Academy Charter School, Oracle Independent Study, and Loma Alta/Juvenile Hall. Our mission is to empower each other to follow our passions and lead purposeful lives. Our vision is: We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real-world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

Students are referred by the county probation department, the school attendance review boards, and local districts. Some of our students stay for a short time - a semester or less - and some decide that our small, personalized setting is best for them and decide to stay. Over the next four years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Our students are mostly from underserved communities, and as a result, they need high levels of support and resources to enable them to have more opportunities for success.

We began a re-design of our program in the 17-18 school year. Our new academic model blends standards-based, integrated, project-based learning with mastery-based grading. Students develop content knowledge, and important academic and social-emotional skills to ensure success in whatever path they choose upon graduation. We engage students by helping them build mastery, autonomy, and purpose in their flexible learning opportunities. The culture of high expectations is supported with the deliberate cultivation of relational and restorative practices that allow us to support each individual in his or her academic and social-emotional needs. Through an extensive assessment and data-collection system, currently supported by the Summit Learning Platform and NWEA MAP tests, we develop individual pathways for every student to meet their goals.

In the 19-20 school year, we have significantly augmented our Learning Through Interests program so that more students will be able to participate in learning off-campus through job shadows, internships, and co-enrollment in our local community college. In addition, we have increased our allocation of resources to a more robust Family Engagement program that will allow more support of a student's success through deeper work with families and other support providers.

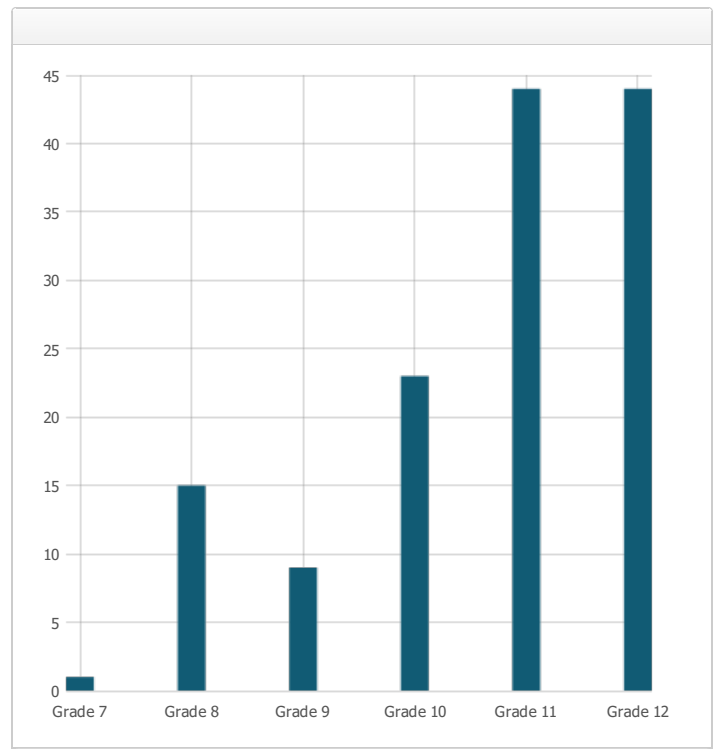
Last updated: 1/8/2020

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

*Note:

These enrollment numbers are reflective of total/cumulative enrollment across the 2018-2019 school year. Actual month to month student enrollment fluctuates. Additionally, due to the nature of the Alternative Education programs, the majority of the students may be co-enrolled in one or all of the Alternative Education programs across the school year.

Grade Level	Number of Students
Grade 7	1
Grade 8	15
Grade 9	9
Grade 10	23
Grade 11	44
Grade 12	44
Total Enrollment	136



Last updated: 1/8/2020

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

These enrollment numbers are reflective of total/cumulative enrollment across the 2018-2019 school year. Actual month to month student enrollment fluctuates. Additionally, due to the nature of the Alternative Education programs, the majority of the students may be enrolled in one or all of the Alternative Education programs over the course of a school year.

Student Group	Percent of Total Enrollment
Black or African American	8.00 %
American Indian or Alaska Native	0.00 %
Asian	2.90 %
Filipino	0.00 %
Hispanic or Latino	65.00 %
Native Hawaiian or Pacific Islander	1.00 %
White	18.00 %
Two or More Races	5.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.00 %
English Learners	44.00 %
Students with Disabilities	18.00 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

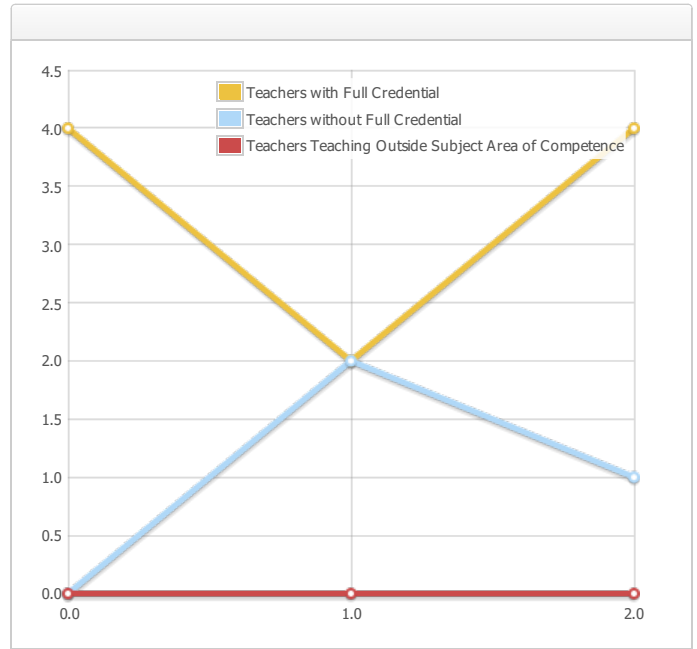
State Priority: Basic

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	4	2	4	38
Without Full Credential	0	2	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/7/2020

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: 1/7/2020

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

Marin County Office of Education Alternative Education programs use a variety of materials to ensure that students enrolled in their programs are engaged and learning. The list of materials includes those that are State adopted and approved as well as those that supplement and extend the learning for this unique population.

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	<ul style="list-style-type: none"> • CK-12 Flexbooks, Online • Lightsail Adaptive Reading Platform • Various novels • Teacher created instructional materials 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> • Big Ideas Mathematics • CK-12 Flexbooks, Online 	Yes	0.00 %
Science	<ul style="list-style-type: none"> • CK-12 Flexbooks, Online • Teacher created instructional materials in line with NGSS <p>MCOE Alternative Education program staff will be engaging in the review and eventual adoption of science curriculum in line with Next Generation Science Standards in 2019-2020.</p>		0.00 %
History-Social Science	<ul style="list-style-type: none"> • CK-12 Flexbooks, Online • Teacher created materials <p>MCOE Alternative Education program staff will be engaging in the review and eventual adoption of History-Social Science curriculum in 2019-2020</p>		0.00 %
Foreign Language	N/A		0.00 %
Health	<ul style="list-style-type: none"> • Teacher created material utilizing health standards as guide • Huckleberry Youth - Professional Expert presentations 		0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Teacher created materials/instruction 		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: 1/8/2020

School Facility Conditions and Planned Improvements

Please note: The 4 year cohort rate does not apply to county community schools as we are open entry/open exit and have rarely had students enrolled for four years.

The condition of the facility is Exemplary per the Facility Inspection Tool, dated December 2019.

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
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: December 2019

Overall Rating	Exemplary
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Last updated: 1/7/2020

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**

Due to the lower number of students eligible and participating in the assessment, overall achievement scores cannot be derived.

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)	0.0%	0.0%	7.0%	11.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	8.0%	8.0%	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: 1/7/2020

**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	42	9	21.43%	78.57%	0.00%
Male	30	8	26.67%	73.33%	0.00%
Female	12	1	8.33%	91.67%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	29	6	20.69%	79.31%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	33	6	18.18%	81.82%	0.00%
English Learners	21	5	23.81%	76.19%	0.00%
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: 1/7/2020

**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	43	9	20.93%	79.07%	0.00%
Male	31	8	25.81%	74.19%	0.00%
Female	12	1	8.33%	91.67%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	30	7	23.33%	76.67%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	34	7	20.59%	79.41%	0.00%
English Learners	21	5	23.81%	76.19%	0.00%
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: 1/7/2020

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: 1/7/2020

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

Alternative Education students in Marin's Community School and Phoenix programs have access to the Marin County Office of Education's School to Career Program, and we also are working to develop our own more robust system. Students have access to support from our College and Career Specialist who has helped students find employment as well as job shadows and internships, especially in our summer program. In addition, we partner with Marin County Probation and their Employment Development Counselor to place our students in paid internships and paid jobs.

Last updated: 1/7/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/8/2020

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	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)

Students in grades 7, or 9 may not have been able to participate in this assessment and/or were not present during the assessment window.

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
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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: 1/7/2020

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)

Strong parent and family collaboration is a pillar to the success of our students. We work with parents and families to get their ideas about how to create systems that best support students through our combined School Site Council/English Learners Advisory Committee which meets monthly and reviews data to make recommendations to the administrators. We also hold at least six meetings throughout the year to involve more parents and community members in school activities and the continual improvement process. We work closely with our non-profit partners to increase parent participation and provide services to families.

In April 2019 we were able to reallocate resources and hire a full-time Family Engagement Specialist who will streamline the support and outreach and ensure that families are connected to needed services in support of student success. Since then we have organized a Family Leadership Team and supported parents to organize themselves in order to advise our school programs and reach out to the broader community to influence programs and practices.

State Priority: Pupil Engagement

Last updated: 1/7/2020

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

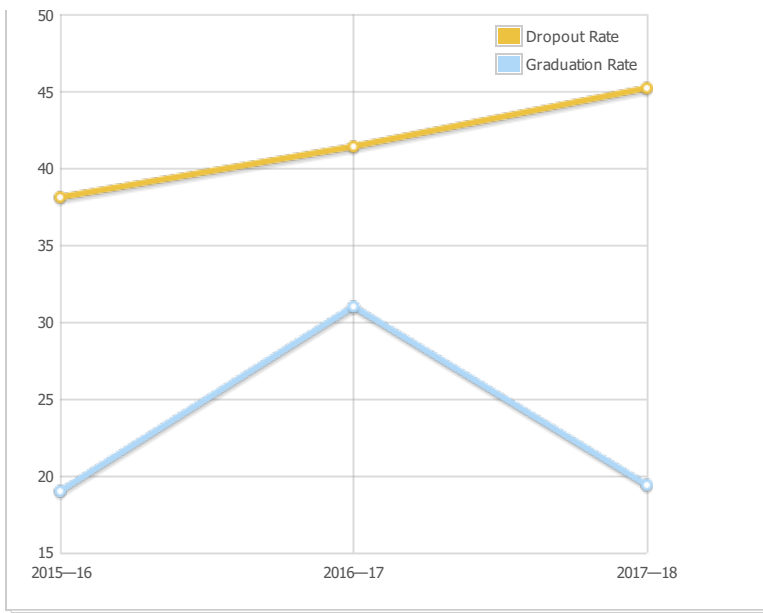
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	38.10%	31.70%	9.70%
Graduation Rate	19.00%	17.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	41.40%	45.20%	37.00%	42.60%	9.10%	9.60%
Graduation Rate	31.00%	19.40%	29.60%	24.60%	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: 1/7/2020

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

Please note that suspension percentages listed reflect total enrollment across the year and not a snapshot as indicated on the enrollment page.

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	18.70%	26.80%	24.80%	11.20%	13.90%	12.20%	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: 1/7/2020

School Safety Plan (School Year 2019—20)

- Every Fall as a component of Back to School activities, staff from MCS/Phoenix, and all of our Special Education Campuses (Grant Grover, Marindale, Magnolia Park, Compass Academy, IVC) review and discuss the Comprehensive School Safety Plan and address any changes needed to implement the plan to enhance school safety.
- Administrators from each site complete an annual update evaluation form which includes any support needed to implement the plan, and specific modifications that may be needed.
- Some of the key elements of the plan include child abuse reporting procedures, disaster preparedness, policies leading to suspension or expulsion, procedures to notify teachers of dangerous pupils, sexual and gender-based harassment, bullying prevention, dress code, safe ingress and egress, rules on school discipline.
- Evaluations and updates are compiled and reported to the Board of Education at their February meeting on an annual basis.

Last updated: 1/7/2020

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	8		
Mathematics	8.00	7		
Science	7.00	3		
Social Science	6.00	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	5.00	10		
Mathematics	5.00	11		
Science	10.00	4		
Social Science	7.00	8		

* 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	12	1	
Mathematics	5.00	10		
Science	9.00	5		
Social Science	7.00	8		

* 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: 1/7/2020

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

Title	Ratio**
Counselors*	0.00

*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: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 1/7/2020

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

It might be a good idea to provide some data here - why we don't offer - or if we do...what does it look like, in lieu of...etc.

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: 1/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	43	37	38

Last updated: 1/8/2020