Sentinel High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at https://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 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sentinel High School
Street	121 South Reinway Avenue
City, State, Zip	Waterford, CA 95386
Phone Number	(209) 874-9017
Principal	Tonya Bibbins
Email Address	tbibbins@waterford.k12.ca.us
Website	http://www.waterford.k12.ca.us/o/sentinel-high-school
County-District-School (CDS) Code	50755720117689

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Waterford Unified School District
Phone Number	209-874-1809
Superintendent	Dr. Don Davis
Email Address	dondavis@waterford.k12.ca.us
Website	http://www.waterford.k12.ca.us/o/waterford-usd

School Description and Mission Statement (School Year 2020-2021)

Sentinel High School (SHS) is an alternative high school that provides grade 11 and 12 students the opportunity to recover credits as they progress towards completing their graduation requirements. Sentinel High School is best described as a school that strives to help each student reach their own unique potential by focusing on 5 schoolwide learning outcomes (SLO's). The SLO's for Sentinel High School revolve around S.A.I.N.T. (Skills and knowledge applied to real-world settings, Analytical reasoning and critical thinking, Innovation and creativity, New technology acumen, Teamwork and skills/ability to collaborate). The faculty and staff at Sentinel High School believe that all of our students can succeed in school. Each year teachers receive training to improve their teaching techniques, technology skills and how to better develop relationships with our students so that they can help each student achieve their graduation goals. Sentinel High School focuses on implementing Common Core strategies and curriculum, exploring and expanding career exploration and certification programs for our students, and expanding our outreach to the community through community service opportunities.

Thank you for taking time to review our School Accountability Report Card. We hope the information in this report will give you a better understanding of our educational program and the level of student achievement at our school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 11	9
Grade 12	8
Total Enrollment	17

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	58.8
White	41.2
Socioeconomically Disadvantaged	82.4
English Learners	17.6
Students with Disabilities	17.6
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	1.8	1.0	1.5	88
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: May 2020

Inventory and needs assessment is conducted in May to ensure student materials are ordered for the following school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections 2017	Yes	0%
Mathematics	Prentice Hall Mathematics	Yes	0%
Science	Holt	Yes	0%
History-Social Science	US Gov't Democracy in Action/ The Americans	Yes	0%
Health	Holt & Prevention Plus 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

Sentinel High School is comprised of a mix of relocatable buildings (three portable buildings and a restroom facility) purchased approximately 8 years ago. They are in good condition and located on the Waterford High School site to better coordinate with the comprehensive high school programs. The campus has dual use as it also houses Waterford Adult Education and Waterford Independent Studies programs. With an enrollment of less than 20 students at Sentinel and less than 50 students at Waterford Independent Studies the campus is of sufficient size to accommodate the programs it currently houses. Custodial support is provided daily and students have a seperate parking lot immediately adjacent to Sentinel for their use. The parking lot was updated with resurfacing, striping and the addition of speed bumps in Summer 2019.

School Facility Good Repair Status
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 24, 2020

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Sentinel High School is committed to offering viable CTE options for our students that provide them with the skills that are in demand in the workplace. To assure that the skills being taught are relevant to business needs, we developed an advisory committee made up of representatives from

the various local businesses. With our recent WASC accreditation a year ago and change in administration at both SHS and WHS, we began allowing for the practice of allowing students at SHS to attend WHS for Regional and District CTE courses. SHS students who do so gain the same experiences as their peers but due to reporting processes in the current student information system, students are unable to be tagged as official CTE completers at this time. Additionally we are in the initial stages of identifying and developing our own CTE pathways that will be unique to SHS for students to pursue. For the 2019-20 and the 2020-2021 school year, instruction for CTE classes are offered either by guesting them into classes at Waterford High School (ROP ChildCare, Ag Mechanics, Welding) or are offered through online courses via Acellus. Some of the courses that student regularly access in the online academy are : Agriculture, Business Management, Coding (JAVA), Electrical, HVAC, Plumbing, Medical Terminology, Information Management.

Career Technical Education (CTE) Participation (School Year 2019-2020)

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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents at Sentinel High School can participate in a number of school organizations that are districtwide in their focus. Some of the organizations that parents can participate in are Waterford AG Boosters, Sober Grad, Waterford Education Foundation, WUSD English Language Advisory Committee, SHS School Site Council, and periodic vocational-educational advisory groups. Additionally, due to the COVID-19 restrictions, a weekly Open Chat was initiated for parents and/or students to virtually connect with the school administration. The school broadened its offerings to encourage participation in Committed's CODE Night and is working with other sites to share out their parent education events (i.e. Parent Summit). For information on the different organizations or specific dates and times, please contact the school office at 209.874.9017.

To assist parents and students with keeping current with events and outcomes from students daily experiences at Sentinel High School, the school routinely updates and in December 2020 updated the look of the school website to make it more useful and contemporary. Events planned for the year, photos of the students and their experiences as well as varied other information is currently available on the website and current for the year. Social media links (Facebook) are linked to the website and updated simultaneously so that parents can use the medium that works best for them to keep current with everything Sentinel. We urge parents to become involved in our campus and school committees, participate on our School Site Council and our district English Language Advisory Committee or volunteer for student events throughout the year.

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 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
Dropout Rate	5.6	8.3	10.5	7.2	4.2	5.8	9.1	9.6	9
Graduation Rate	94.4	79.2	89.5	84.8	88.7	88.4	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.5	12.5	2.9	3.7	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6	83	
Expulsions	0	2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The SHS School Safety Plan identified strategies and programs necessary to maintain a high level of school safety as well as development of procedures for compliance with existing law. The plan is evaluated and refined annually at the District level to ensure proper implementation. The School Safety Plan was last reviewed, updated and discussed with school faculty on March 2019. The Safety Plan committee is a district-wide group that is comprised of students, parents and staff and covers key areas such as lockdown's, fire drills and goals for improving safety on campus. To ensure that the campus is a safe as possible, our administration and staff monitor school grounds to ensure that our campus is safe from before school begins until after school ends. Teachers help with supervision as needed.

To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, all schools are utilizing a check-in system that requires each visitor to have proper identification and declare the visitor's destination on campus. The RAPTOR system also checks all visitors for individuals who are on the online system for Megan's Law. With the surgence of COVID-19 and reliance currently on all classes being done via remote learning, GoGuardian was made available to staff for monitoring student activity online during remote classes. Currently Sentinel High School does not use GOGuardian with any classes due to teachers using Acellus software curriculum which does not work well with the GOGuardian programming.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	20	1	1		17	2			9	2		
Mathematics	15	1			14	1			11	1		
Science	15	1			14	1			6	1		
Social Science	20	1	1		17	2			9	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	170

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,511.34	$711.96	$536.83	$78,330.57
District	N/A	N/A	$7,251.10	$79,693
Percent Difference - School Site and District	N/A	N/A	-172.4	1.5
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-173.3	7.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Because Sentinel High School has a high percentage of low-income and English Learner students, the school receives federal Title I and Title III funds to provide supplementary support services. These funds are used to provide targeted programming and supplemental services such as English Learner programs , including English Language Development, as well as computer-assisted instruction for students during and outside of school hours to help give struggling students extra opportunities to remediate credit deficiencies or pursue vocational needs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,543	$47,145
Mid-Range Teacher Salary	$77,376	$74,952
Highest Teacher Salary	$99,218	$96,092
Average Principal Salary (Elementary)	$117,489	$116,716
Average Principal Salary (Middle)	$117,489	$120,813
Average Principal Salary (High)	$126,110	$131,905
Superintendent Salary	$182,675	$192,565
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The Professional Development plan for certificated staff is incorporated into the school site plan. They participate in training programs such as those provided by the school or office of education. Examples are, training for Common Core Standards. Professional development opportunities are provide by bringing trainers to the school site for sessions such as those in the new State Standards, ipad training to implement technology into the classrooms, reading and other content instructional strategies for improving learning.

Professional development days are held when students are not on campus usually on a designated professional day during the school years or on a designated school days after the students have left. Teachers are also encouraged to take continuing education classes at various colleges or through the office of education.

Teachers are supported in the classroom via learning walks, in-class coaching/modeling, opportunities to participate in peer observations, and through administration-teacher meetings to discuss assessment results and student progress/success (academically and behaviorally).

The focus for 2019-20 for staff development revolves around some central themes for the staff and school - WASC accreditation processes, technology skills development, MTSS, Socio-emotional Development strategies for students, and core content skill development. With the COVID-19 requirements for students to be taught via distance learning for the end of 2019-20 school year and the majority of the 20-21 school year, the focus in 2020-21 has been on effective strategies for distance learning, skills for using the varied technologies that allow teachers to teach via remote technologies and how to support students grappling with learning from home. These PD's are being delivered via remote (ZOOM, MEET) whole group instruction by site and district administration, contracted providers from county and regional PD events, weekly virtual and physical chats with admin, targeted and requested topic presentations during staff development afternoons and as part of monthly staff meetings.