

Allegiance STEAM Academy - Thrive

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.



Sebastian Cagnetta, CEO

Principal, Allegiance STEAM Academy - Thrive

About Our School

On behalf of the entire Allegiance STEAM Academy - Thrive (ASA), it is my pleasure to provide the public this School Accountability Report Card or "SARC". The purpose of the SARC is to provide the public with important information about our school. This SARC will provide the public important data about our school, our goals, as well as some recent accomplishments.

Contact

Allegiance STEAM Academy - Thrive
5862 C St.
Chino, CA 91710-4471

Phone: 9094655405
Email: info@asathrive.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Chino Valley Unified
Phone Number	(909) 628-1201
Superintendent	Norm Enfield
Email Address	norm_enfield@chino.k12.ca.us
Website	www.chino.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Allegiance STEAM Academy - Thrive
Street	5862 C St.
City, State, Zip	Chino, Ca, 91710-4471
Phone Number	9094655405
Principal	Sebastian Cognetta, CEO
Email Address	info@asathrive.org
Website	http://asathrive.org/
County-District-School (CDS) Code	36676780137547

Last updated: 1/23/2020

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

Mission

The mission of Allegiance STEAM Academy Thrive is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Allegiance STEAM Academy Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

ASA is a classroom-based charter school authorized by the Chino Valley Unified School District and located in the city of Chino in the county of San Bernardino. ASA is home to 660 students in grades Transitional Kindergarten through 8. Enrollment at ASA is open to any student and there is no selection process for students other than a random public drawing held each spring in accordance with California Education Code.

ASA offers a comprehensive STEAM-based program for all students, including world language instruction and music/drama. ASA works hard to earn the reputation as an institution of integrity, working in direct collaboration with our authorizer to ensure students receive a high quality education.

LCAP Goals:

1. All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.
2. Allegiance STEAM Academy Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.
3. Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

In just over a year of serving the community, ASA has achieved several significant accomplishments, including:

- CAASPP performance in ELA and Math above the state averages in both school-wide as well as every significant subgroup.
- Waitlists for every grade level

- Surplus of 17% in the first fiscal year
- 100% of students enrolled in World Language courses, Music/Drama, and STEAM Lab
- 100% of 7th and 8th grade students enrolled in Digital Literacy, Financial Literacy, and Coding classes
- Championship Odyssey of the Mind teams
- Competitive Robotics Teams
- Sports program, including Track and Field and Basketball
- 94% of parent respondents indicate that ASA is a safe and welcoming place, demonstrative of an impressive satisfaction level from parents

Last updated: 1/21/2020

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

The enrollment displayed here is for 2018-19.

Student Group	Percent of Total Enrollment
Black or African American	3.20 %
American Indian or Alaska Native	0.20 %
Asian	14.60 %
Filipino	2.70 %
Hispanic or Latino	60.00 %
Native Hawaiian or Pacific Islander	0.60 %
White	17.80 %
Two or More Races	0.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.50 %
English Learners	4.40 %
Students with Disabilities	10.80 %
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

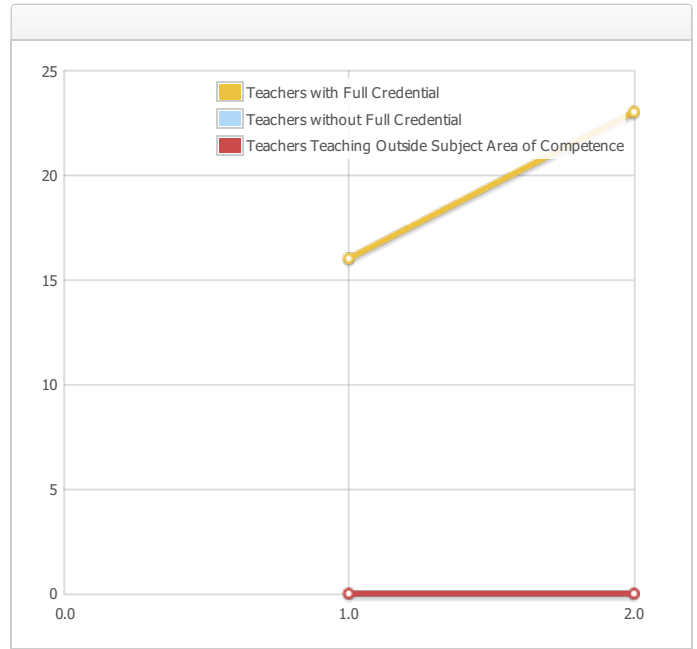
State Priority: Basic

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

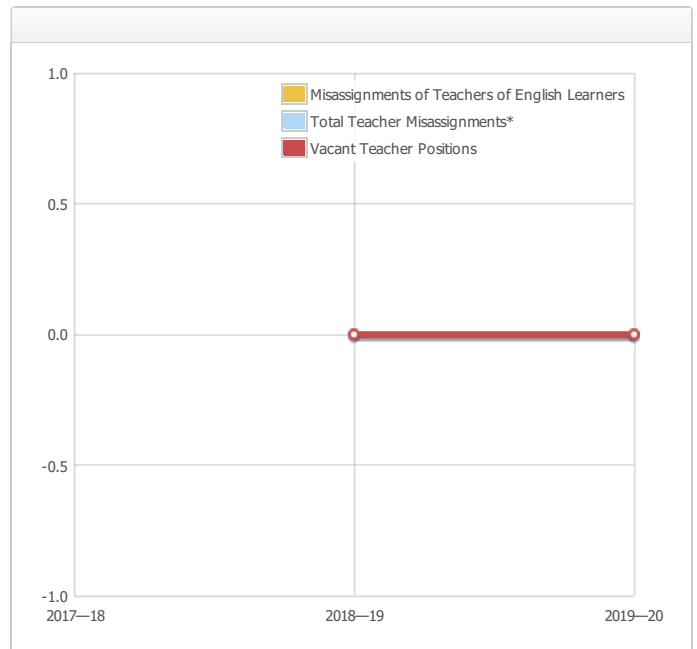
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		16	23	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/21/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/21/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Reading Foundational Skills program in grades TK-3 Heinemann Units of Study for Reading and Writing in grades TK - 8	Yes	0.00 %
Mathematics	Eureka Math	Yes	0.00 %
Science	Discovery Education Techbooks in grades TK- 8	Yes	0.00 %
History-Social Science	Studies Weekly in Grades TK-5th Discovery Education Techbooks in Grades 6 -8	Yes	0.00 %
Foreign Language	Realidades for Spanish Language instruction	Yes	0.00 %
Health	Positive Prevention Plus	Yes	0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2020

School Facility Conditions and Planned Improvements

The El Rancho Elementary campus is maintained by both ASA staff as well as the Chino Valley Unified School District facilities department. daily maintenance overseen by ASA staff and deferred maintenance and landscaping by CVUSD. Per the most recent FIT inspection, the campus received an overall rating of Exemplary- the school meets most or all standards of good repair.

Last updated: 1/23/2020

School Facility Good Repair Status

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

Overall Rating	Exemplary
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Last updated: 1/23/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)		66.0%	58.0%	58.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		54.0%	46.0%	47.0%	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: 1/21/2020

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	294	287	97.62%	2.38%	65.51%
Male	147	143	97.28%	2.72%	62.24%
Female	147	144	97.96%	2.04%	68.75%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	39	39	100.00%	0.00%	79.49%
Filipino	--	--	--	--	
Hispanic or Latino	171	165	96.49%	3.51%	56.97%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	59	58	98.31%	1.69%	79.31%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	103	98	95.15%	4.85%	53.06%
English Learners	41	41	100.00%	0.00%	56.10%
Students with Disabilities	41	38	92.68%	7.32%	31.58%
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: 1/21/2020

**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	294	286	97.28%	2.72%	53.85%
Male	147	143	97.28%	2.72%	54.55%
Female	147	143	97.28%	2.72%	53.15%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	39	39	100.00%	0.00%	79.49%
Filipino	--	--	--	--	
Hispanic or Latino	171	164	95.91%	4.09%	39.63%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	59	58	98.31%	1.69%	70.69%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	103	98	95.15%	4.85%	42.86%
English Learners	41	40	97.56%	2.44%	60.00%
Students with Disabilities	41	38	92.68%	7.32%	26.32%
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: 1/21/2020

**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: 1/21/2020

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

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

Last updated: 1/21/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.00%	30.00%	13.30%
7	20.00%	30.00%	23.30%

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: 1/21/2020

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)

ASA Thrive recognizes that parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. ASA Thrive maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program. We engage with families in a variety of manners, including conferences, family forums, Coffee with the Principal, newsletters, emails, social media, website, and phone calls.

Parents have a multitude of ways in which to engage with the school, including:

- Volunteering in the classroom and at school-sponsored events;
- Attending Back to School Night, Open House, parent/teacher conferences, awards assemblies, and other school events; and
- Ensuring their child's attendance at school on a daily basis.

State Priority: Pupil Engagement

Last updated: 1/23/2020

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

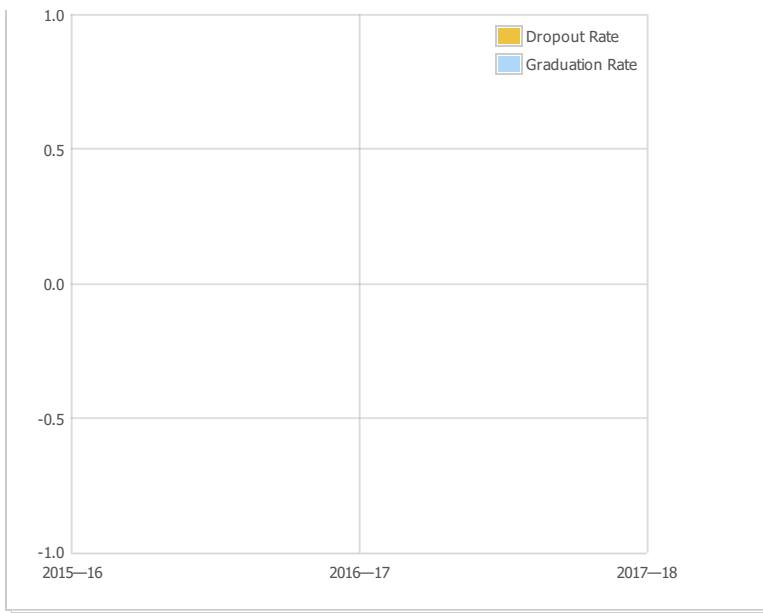
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	4.90%	9.70%
Graduation Rate	--	92.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	4.40%	4.30%	9.10%	9.60%
Graduation Rate	--	--	92.10%	92.30%	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: 1/23/2020

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

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	--	--	0.50%	2.50%	1.70%	1.60%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.10%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

The School Safety Plan is comprehensive in nature, including explicit protocols for natural and man-made emergencies. The Plan was developed in summer, 2018, in collaboration with the Chino Fire and Police departments and informed by best practices. The plan was introduced to the staff in August, 2018 and is reviewed, in sections, on a monthly basis. Drills are held every month and each drill is debriefed and used to inform and improve the plan.

The plan has since been revised in collaboration with the Risk Management division of the Chino Unified School District and in compliance with pertinent statutes including California Education Code 32282(a).

Due to best practices and for the safety of our community, elements of the plan are not shared in detail.

Last updated: 1/23/2020

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 (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				
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				
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	30.00		2	
1	30.00		2	
2	30.00		2	
3	30.00		2	
4	30.00		2	
5	30.00		2	
6	30.00		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.

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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00		2	
Mathematics	27.00		2	
Science	26.00		2	
Social Science	27.00		2	

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

Last updated: 1/23/2020

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: 1/23/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/2020

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	\$9130.00	--	--	\$62733.00
District	N/A	N/A	--	\$83150.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/23/2020

Types of Services Funded (Fiscal Year 2018—19)

Programs include STEAM Lab, Music/Drama, as well as Physical Education. For eligible students, interventions are provided including reading and math.

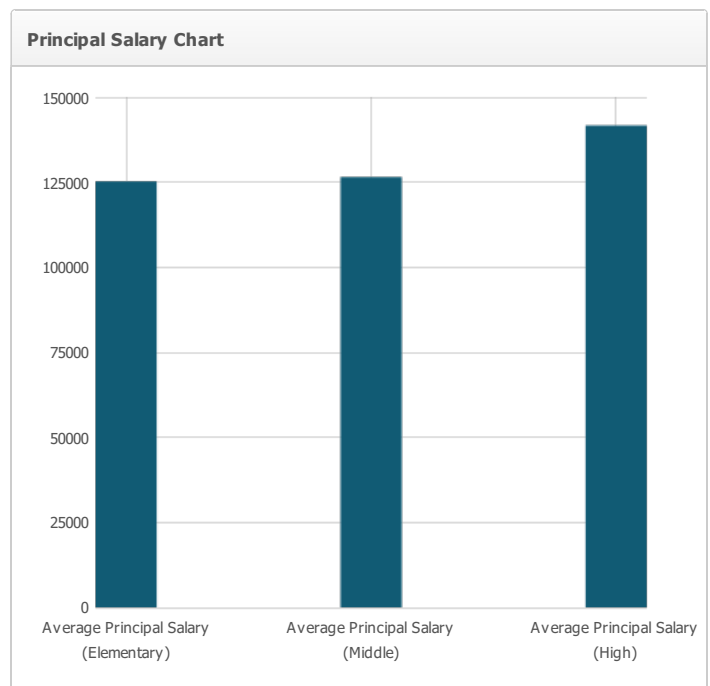
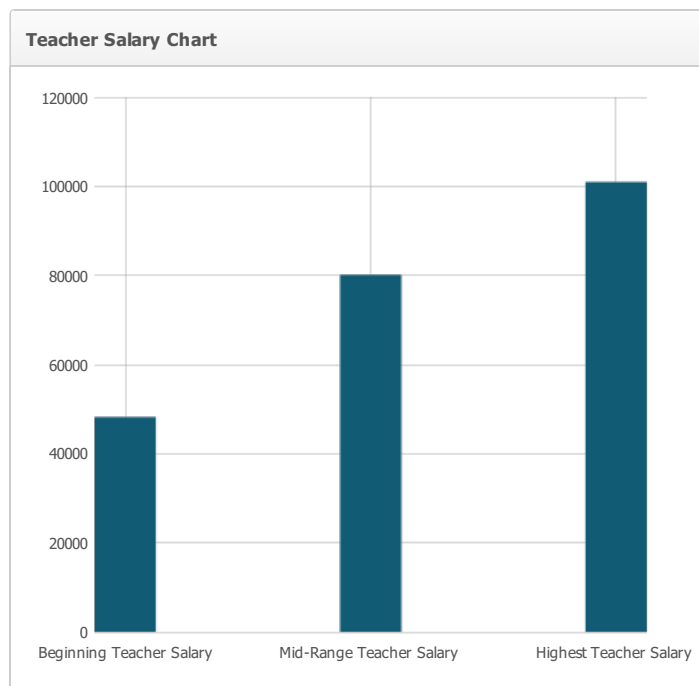
Services include speech, occupational therapy, counseling, adaptive physical education, licensed vocational nurse.

Last updated: 1/23/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,216	\$48,612
Mid-Range Teacher Salary	\$80,122	\$74,676
Highest Teacher Salary	\$100,959	\$99,791
Average Principal Salary (Elementary)	\$125,255	\$125,830
Average Principal Salary (Middle)	\$126,519	\$131,167
Average Principal Salary (High)	\$141,670	\$144,822
Superintendent Salary	\$230,000	\$275,796
Percent of Budget for Teacher Salaries	40.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/23/2020

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/23/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		12	7