

**Elk Creek Junior/Senior 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	Elk Creek Junior/Senior High School
Street	3430 County Road 309
City, State, Zip	Elk Creek, CA 95939
Phone Number	(530) 968-5361
Principal	Kevin Triance
Email Address	ktriance@scjUSD.org
Website	www.scjUSD.org
County-District-School (CDS) Code	11 62653 1132109

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Stony Creek Joint Unified School District
Phone Number	(530) 968-5361
Superintendent	Kevin Triance
Email Address	ktriance@scjUSD.org
Website	www.scjUSD.org

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

The mission of Elk Creek Jr/Sr High School is to provide a safe, caring and engaging learning environment that promotes student success in academics and understanding. Elk Creek Jr/Sr High School serves grades 7-12 and is part of the Stony Creek Joint Union School District. The teacher to student ratio for the school 5:1. The school offers A-G courses and an FFA. The high school is WASC accredited. The school is served by four teachers, 1 part time RSP teacher, 1 part time counselor 1 part-time behavior counselor and a full time RSP Para Educator. The school offers sports such as cross country, girls volleyball and boys and girls basketball, but due to low enrollment sports programs are not consistent. The school works closely with NVIH and 4 Winds Indian Education to provide support services for its students.

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

Grade Level	Number of Students
Grade 7	4
Grade 8	7
Grade 9	8
Grade 10	3
Grade 11	5
Grade 12	4
Total Enrollment	31

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	48.4
Hispanic or Latino	9.7
White	35.5
Two or More Races	6.5
Socioeconomically Disadvantaged	100
Students with Disabilities	29
Homeless	6.5

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	5.5	4		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	1		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2018

While textbooks and teaching materials used in the district are the most recent adoption or as recent as the previous cycle, the teachers make ever effort to teach beyond simply allowing textbooks and worksheets to drive instruction. Educational resources like Teachertube.com, EBSCO Host and many other materials are used. In addition, all teacher at Elk Creek Junior/Senior High School continue to grow their professional skills through inservices, trainings and conferences and continuous reflection about their teaching practice.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 7 LITERATURE CALIFORNIA TREASURES Glencoe / Course 2 Copyright 2010 English 8 LITERATURE CALIFORNIA TREASURES Glencoe / Course 3 Copyright 2010 English 9 THE LANGUAGE OF LITERATURE McDougal Littell / Grade 9 Copyright 2006 English 10 THE LANGUAGE OF LITERATURE McDougal Littell / Grade 10 Copyright 2002 English 11 THE LANGUAGE OF LITERATURE McDougal Littell / American Literature Copyright 2002 English 12 THE LANGUAGE OF LITERATURE McDougal Littell / British Literature Copyright 2002	Yes	0
Mathematics	Glencoe Merrill Geometry and Algebra 2 w/Trigonometry; Holt Mathematics Prealgebra and Algebra	Yes	0
Science	Chemistry: Chemistry: Matter and Change- Glencoe Mc Graw Hill 2008 Earth Science: Earth Science- Holt Rinehart Winston 2008 Life Science (7th/8th): Life Science- Holt Rinehart Winston 2007 Biology: Modern Biology- Holt Rinehart Winston 2007 Physical Science (7th/8th)- Physical Science- Holt Rinehart Winston 2007	Yes	0
History-Social Science	The American Nation in the 20th Century. Holt, Rinehart, and Winston, 1998. Economics. Holt, Rinehart, and Winston, 2003. Discovering Our Past: Medieval and Early Modern Times. Glencoe, 2006. Discovering Our Past: The American Journey. Glencoe, 2006. American Government. Prentice Hall, 2002. World History: The Modern World. Prentice Hall, 2007.	Yes	0
Foreign Language			0
Science Laboratory Equipment (grades 9-12)		No	0

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

School Facility Conditions and Planned Improvements

The Maintenance Lead conducts regular inspections for the buildings and grounds and formal inspections each June and December, and all school staff are encouraged to report any concerns to the Administrator immediately. Needed repairs and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The school was built in the 1950's and have been maintained in good repair using both expertise of maintenance personnel and licensed contractors. The maintenance and custodial staff take pride in keeping the classrooms and other areas of the campus in good repair and in a manner that meets high standards of cleanliness. Janitorial services are provided on a regular schedule by personnel trained in the use of appropriate cleaning products for a school site.

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: 1/9/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC unit installed Jan. 2020
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	School will replace water fountains with new hydration/bubbler stations in Spring 2020
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The bus garage has an area of the roof that is in need of repair, which has been deferred to direct funds for repairs to other areas. No students are in the bus garage area, nor are any staff endangered but the current condition of the bus garage roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	21	N/A	21	N/A	50	N/A
Mathematics (grades 3-8 and 11)	5	N/A	11	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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)	17	N/A	20	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
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)

Elk Creek Junior/Senior High School provides two Career Technical Education (CTE) pathways through a partnership with Butte Community College. Our high school has a Manufacturing/Welding pathway and a Medical Fields pathway, which are integrated with the core academic content. The classes in each of these pathways are designed to engage not only students whose goal is to attend a four-year college after high school but also to support students who want to either attend a community college vocational training after high school or exit high school ready to jump into the world of work. Students, under the guidance of their teachers and an academic counselor, determine their interests and aptitudes so that they can focus their academic efforts.

Measures of student success will be tracked using a variety of measures, including high school graduation rates and employment after high school. The data will be used to improve and refine the pathways. The Manufacturing/Welding pathway has the Ag Advisory Committee for guidance. The academic counselor and administrator for the district are the

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	17
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	100

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 are encouraged to be part of the School Site Council, Ag Advisory, fund raising, coaching, and/or part the Grindstone Parents Meeting organization. Parents are contacted as needed through an app that can provide emergency and non emergency information through voice calls, e-mails and/or texts. We value the role of involved parents and encourage our diverse parent to let us know of any special skills or knowledge they would like to share with our students. They are encouraged to contact the teachers and administration about how we can mutually support one another's efforts to do our best to ensure the success of all students.

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	--	--	--	--	--	--	9.1	9.6	9
Graduation Rate	--	--	--	--	--	--	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	15.6	39.0	6.1	17.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	2	2	
Expulsions	1	1	

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 Stony Creek Joint Unified School District Safety Plan contains sections specific to each site in the district. The safety plan is reviewed and updated yearly in March where it is approved by the School Board in March. The District notification system allows for the capability to respond to an emergency in a rapid, effective manner through email/ voice call and text. Through the Catapult system, we are able to summon fire and/or law enforcement immediately, including local first responders who have been trained on the system alongside school personnel. The emergency notification system is sophisticated and has many features, including the ability to determine the location of teachers and students through GPS and an "all call" feature that allows the school to notify and update parents in the event of a school emergency.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	6	6			4	6			6	5		
Mathematics	6	5			4	6			5	6		
Science	8	3			5	5			9	3		
Social Science	8	3			7	3			8	3		

*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*	1;40

*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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.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	\$19,070.00	\$1,828	\$17,242	\$58,406
District	N/A	N/A	\$17,242	\$60,144
Percent Difference - School Site and District	N/A	N/A	0.0	-2.9
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	76.0	-16.6

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

Types of Services Funded (Fiscal Year 2019-2020)

- Professional development for teachers
- Vocational field trips, paid for by educational funds and/or fundraising efforts
- Counseling services for students through Glenn County Office of Education and Northern Valley Indian Health
- Education Specialist and Special Education aide services through Glenn County Office of Education
- Future Farmers of America (FFA) through fund raising and community support
- Pathways in Manufacturing/Welding
- After school tutoring

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,244	\$44,318
Mid-Range Teacher Salary	\$63,417	\$67,053
Highest Teacher Salary	\$70,917	\$90,163
Average Principal Salary (Elementary)	\$95,000	\$106,389
Average Principal Salary (Middle)	\$95,000	\$113,976
Average Principal Salary (High)	\$95,000	\$114,214
Superintendent Salary	\$95,000	\$141,066
Percent of Budget for Teacher Salaries	31.0	29.0
Percent of Budget for Administrative Salaries	8.0	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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses	N/A	

*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	2	2	

Staff development has involved training in our new FFA teacher as well as training in social emotional understanding of students and classroom discipline.