

Wallis Annenberg High

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.

Rosie Hoang, Principal

 Principal, Wallis Annenberg High

About Our School

Wallis Annenberg High School, (WAHS) previously known as the Accelerated Charter High School, is a comprehensive school located just south of downtown Los Angeles near the University of Southern California. The school serves approximately 480 primarily Hispanic/Latino and African-American students in grades 9-12.

Johnathan Williams and Kevin Sved founded The Accelerated School (TAS), initially a K-4 school, in 1994. TAS was the first charter school in South Los Angeles and has maintained a reputation as an engaging environment for children to develop academically as well as socially and emotionally. The initial school opened with a \$250,000 start-up grant and rented space in a church in order to house its forty students. From this humble beginning, TAS grew first to a K-8 school and then expanded to include Wallis Annenberg High School and Accelerated Charter Elementary School (ACES), a dual language immersion elementary program. Today, The Accelerated Schools serve approximately 1700 children and their families.

The staff, students, and parent community of The Accelerated Schools are committed to a high standard of academics and character education. We are proud of our academic success and continue to encourage high academic achievement and positive social behavior.

Principal's Comment

I am thrilled to be joining the WAHS community, a diverse, energetic and thoughtful group of hard-working administrators, teachers and students. This school is an incredible place to grow and learn for students and staff alike.

While the overarching goals of WAHS is to prepare all students to succeed in college and beyond, we also focus on creating a welcoming, hands-on environment to foster innovation and spark creativity. Our philosophy revolves around the idea of active learning—students are challenged daily to grapple with problems and collaborate to find solutions. This is a powerful guiding principle, and one we believe teaches students the skills necessary to succeed while also giving them the confidence and resilience to take risks.

We are teaching students to become active global citizens, ready to take on a life and a career in the 21st century.

I am honored to be a part of this wonderful community and look forward to working with you all through

Contact

*Wallis Annenberg High
4000 South Main St.
Los Angeles, CA 90037-1022*

*Phone: 323-235-6343
Email: rhoang@accelerated.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	
Superintendent	
Email Address	
Website	

School Contact Information (School Year 2019—20)	
School Name	Wallis Annenberg High
Street	4000 South Main St.
City, State, Zip	Los Angeles, Ca, 90037-1022
Phone Number	323-235-6343
Principal	Rosie Hoang, Principal
Email Address	rhoang@accelerated.org
Website	http://accelerated.org
County-District-School (CDS) Code	19647330100750

Last updated: 1/30/2020

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

For more than 25 years, The Accelerated Schools have embraced a commitment to academic excellence and achievement guided by the belief that all students can excel when nurtured in a school environment that combines high expectations for students, and active involvement from parents and the community.

Our schools prepare students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life.

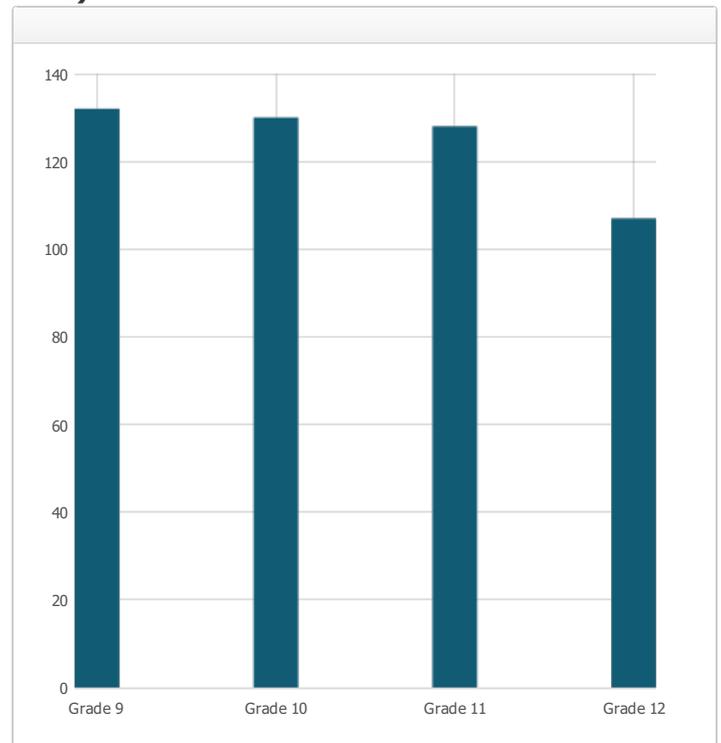
We believe The Accelerated Schools enrich the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

The Accelerated Schools will graduate students who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders, and will act as responsible citizens.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Grade 9	132
Grade 10	130
Grade 11	128
Grade 12	107
Total Enrollment	497



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	4.20 %
American Indian or Alaska Native	%
Asian	0.20 %
Filipino	0.40 %
Hispanic or Latino	93.90 %
Native Hawaiian or Pacific Islander	%
White	0.20 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.60 %
English Learners	14.80 %
Students with Disabilities	12.90 %
Foster Youth	0.80 %
Homeless	0.40 %

A. Conditions of Learning

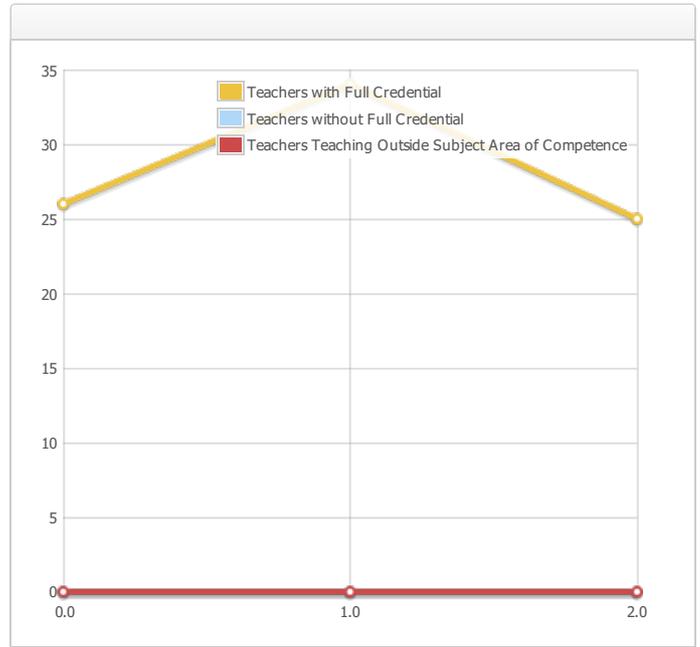
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

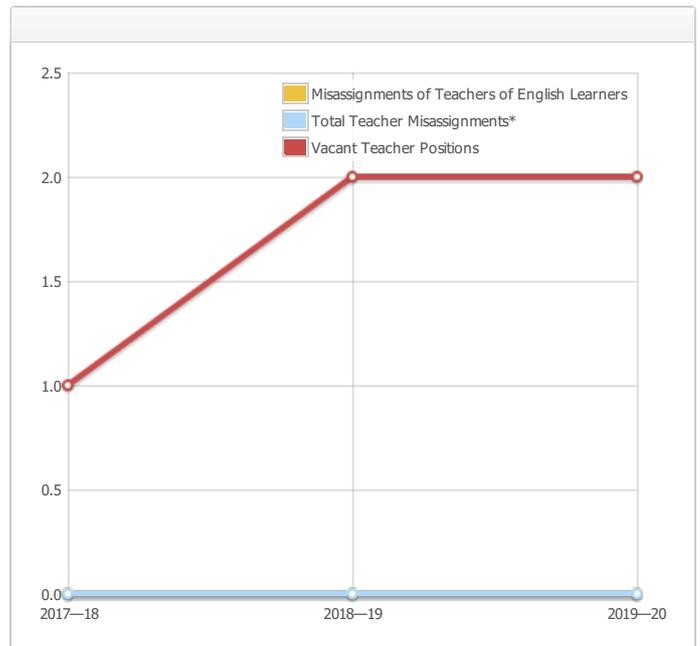
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	34	25	21054
Without Full Credential	0	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

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	1	2	2



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: 1/30/2020

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littel - However, we will be going though the process of adopting new English/Language Arts Textbooks.	No	0.00 %
Mathematics	CPM	Yes	0.00 %
Science	Glencoe/Holt - However, this year, we have identified McGraw Hill as our new Science Textbook adoption for the 2020-21 school year in preparation for NGSS.	No	0.00 %
History-Social Science	Glencoe - However, we will begoing through the adoption process next school year to adopt new History/Social Science Textbooks.	No	0.00 %
Foreign Language	En Espanol	Yes	0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	Glencoe	No	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: 1/30/2020

School Facility Conditions and Planned Improvements

Our facility is well-maintained due to the efforts of the custodial and maintenance team lead by our Facilities Director. Any needed repairs are completed by the faculty staff or outside contractors as necessary. All areas of the campus are inspected on an ongoing basis. The school also conducts semi-annual maintenance projects such as painting, waxing floors, cleaning carpets, and deep cleaning classrooms.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 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	
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: January 2020

Overall Rating	Good
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Last updated: 1/30/2020

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)	70.0%	55.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	9.0%	32.0%	34.0%	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: 1/30/2020

**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	108	105	97.22%	2.78%	55.24%
Male	46	45	97.83%	2.17%	51.11%
Female	62	60	96.77%	3.23%	58.33%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	98	95	96.94%	3.06%	54.74%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	107	105	98.13%	1.87%	55.24%
English Learners	29	27	93.10%	6.90%	11.11%
Students with Disabilities	15	15	100.00%	0.00%	13.33%
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: 1/30/2020

**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	108	102	94.44%	5.56%	8.82%
Male	46	44	95.65%	4.35%	6.82%
Female	62	58	93.55%	6.45%	10.34%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	98	92	93.88%	6.12%	9.78%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	107	102	95.33%	4.67%	8.82%
English Learners	29	26	89.66%	10.34%	0.00%
Students with Disabilities	15	14	93.33%	6.67%	0.00%
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: 1/30/2020

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	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	95.40%

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
9	23.60%	27.30%	14.50%

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: 1/30/2020

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)

WAHS is committed to engaging parents in their child's education. Research confirms the importance of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. The core belief that parents are our partners is the foundation for WAHS' overarching policy on parent engagement and is reinforced through its Title I Parent Involvement Policy.

Pursuant to Title I, Part A, Section 1118(a) of the No Child Left Behind Act of 2001, The Accelerated Schools Title I Parent Involvement Policy was developed in collaboration with and approved by parents of Title I students.

Parents participate in the policy development and approval process through meetings that take place at the school site. The meetings yield important feedback on ways schools can improve parent involvement practices and identified how the schools can strengthen both school and parent capacity to foster trusting relationships that result in positive outcomes for students.

WAHS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community by:

1. Administering annual parent surveys covering topics of school climate, parent workshops and trainings, volunteering opportunities and overall increase of parent participation at school.
2. Workshops for parents in various areas: English Language proficiency and reclassification criteria, math, literacy, discipline/social-emotional supports at home
3. Coffee with the Principal provides informal opportunity for parents/guardians to share strengths and areas for improvement at the school related to academics and school culture.
4. Communication in a language parents understand: newsletters, robocalls, flyers, informational postings at school entrance, parent informational meetings and parent conferences
5. Reclassification assemblies/celebrations with students and parents to acknowledge effort and learning by students
6. Assemblies to recognize students for attendance, academic, and social-emotional improvement and achievement by providing incentives

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

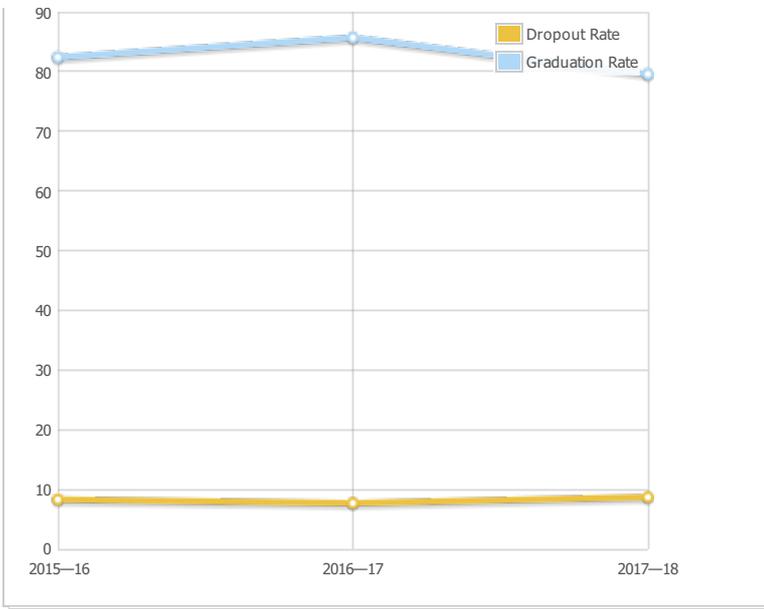
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	8.30%	13.70%	9.70%
Graduation Rate	82.40%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	7.70%	8.70%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	85.70%	79.60%	79.70%	81.50%	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: 1/30/2020

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	5.10%	2.50%	2.80%	0.80%	0.80%	0.70%	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: 1/30/2020

School Safety Plan (School Year 2019—20)

WAHS updates its School Safety Plan on a yearly basis. Disaster drills are practiced on a monthly basis and the campus participates in the Great Shake out each October along with the rest of the state.

The school safety and security team are in constant communication with administration and local law enforcement. In the event of any unforeseen situation on campus, parents are notified through the RoboCall system. Emergency supplies are refreshed as needed and campus facilities staff ensures that they are in compliance and accessible at a moment's notice.

The campus nurse provides ongoing trainings for the entire staff on topics such as Glucagon administration and EpiPen usage. Each year the safety plan is presented to the school's governing board for approval. Parents are also updated on the safe school plan during a school wide parent meeting. Copies are provided in the front office and the plan is also posted on the school's website. The school staff is updated as well at a faculty meeting.

School Discipline Policy

At WAHS we believe that discipline is not about punishment, but rather about behavior redirection and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, WAHS has developed a schoolwide plan for positive discipline and support which includes Restorative Justice practices. Together, students, staff and families will build a foundation that students will need in order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for this philosophy to be truly effective, there must be continuity between the school and home environment.

Last updated: 1/30/2020

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	26.00	6	10	4
Mathematics	20.00	17	7	1
Science	27.00	8	6	6
Social Science	23.00	6	7	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.

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	25.00	5	12	3
Mathematics	21.00	14	10	
Science	27.00	4	8	3
Social Science	23.00	7	6	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.

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	23.00	7	10	3
Mathematics	24.00	9	16	2
Science	27.00	6	9	5
Social Science	27.00	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.

Last updated: 1/30/2020

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

Title	Ratio**
Counselors*	2.5

*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: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	2.00

*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: 1/30/2020

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	\$10435.00	\$2181.00	\$8253.00	\$55683.00
District	N/A	N/A	--	\$74789.00
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: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

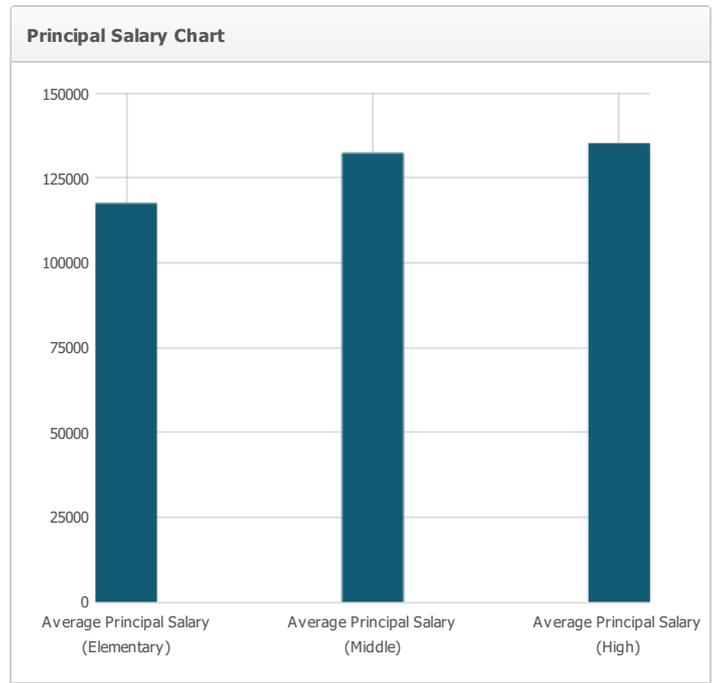
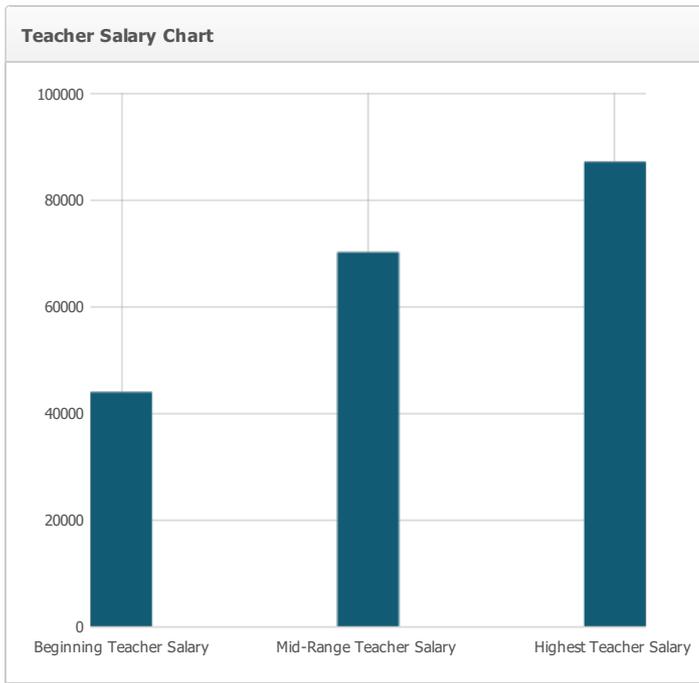
WAHS financed SAT prep for all Juniors, AP training for teachers, APEX credit recovery program, additional online educational software licenses, additional educational services for all eligible students and English Language Development training for teachers in preparation for the ELPAC assessment.

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	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: 1/30/2020

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	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	6	17.40%

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

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

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	15