Orland Community Day School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Orland Community Day School
Street	260 Roosevelt Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1264
Principal	Jennifer Foglesong
E-mail Address	JFoglesong@orlandusd.net
Web Site	
CDS Code	11754811130145

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Ken Geisick
E-mail Address	kgeisick@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (School Year 2016-17)

Principal's Message
Orland Community Day School is an alternative education school for students in grades seven through twelve who have been expelled from a regular school or were in danger of expulsion. Students may also be placed by juvenile probation, or from involuntary transfers. Our mission is to maintain an educational base and structure for the students help them develop good social and behavioral skills, and reintegrate them into their original school. The program attempts to balance providing a traditional school structure with meeting individual needs. Staff, the student, and parents collaborate to develop an individual action plan for the student, and we follow it with a high level of positive behavior programming.

The Orland Community Day School offers a small school setting, with approximately 6-12 students. This is the most restrictive environment in the school district of the school provides a setting in which we can focus on academic and behavioral success.

Major Achievements
Major achievements in the 2015-2016 are as follows:

1. The school has a full-time administrator on site to support the students and staff daily.
2. The school had significant upgrades in technology, including: accessibility to use wireless chrome books and a document camera and digital projector and the classroom.
3. The master schedule was rebuilt, allowing for a more fluid and flexible schedule for students and teachers.
5. The school work from a seven period day to eight.

Focus for Improvement

1. Develop better methods to motivate and reward students in order to increase improvements in behavior, increase school attendance and academic success.
2. Improve educational resources for all students, especially our English learners.
3. Work towards full implementation of PBIS Tier 1 and tier 2 support systems.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	1
Grade 11	2
Grade 12	2
Total Enrollment	7

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	14.3
Asian	0
Filipino	0
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0
White	57.1
Two or More Races	0
Socioeconomically Disadvantaged	71.4
English Learners	28.6
Students with Disabilities	0
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.7	3.3
High-Poverty Schools in District	96.7	3.3
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September, 2011

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing
A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for ninth and tenth grades and eleventh and twelfth grades, visit the CDE's Web site.

Math
Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problemsolving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades eight through twelve as well as the California standards for a variety of advanced math subjects, visit the CDE's Web site.

Science
Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for biology/life sciences, physics, chemistry, and earth sciences, visit the CDE's Web site.

Social Science
Our ninth grade students have no social studies requirements. In the tenth grade, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the eleventh grade study the major turning points in US history in the 20th century. Students in twelfth grade pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks
We choose our textbooks from lists that have already been approved by state education officials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Mathematics	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Science	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
History-Social Science	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Foreign Language		Yes	0
Health	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Visual and Performing Arts	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

We are located in a single-room classroom that is attached to office space. We have some storage and a side office for our attendance/clerical support. The classroom accommodates 12 students comfortably and a maximum of 14 students. We have rest rooms that are sufficient and clean. In addition, we have a sink, microwave oven, and a refrigerator.

Our school includes one building. On an average day, 14 students and staff occupy this building, taking up 93 percent of our capacity.

The bathrooms in our school contain one toilet each, both in good working order when we surveyed the building.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/05/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/05/2016			
	Exemplary	Good	Fair	Poor
Overall Rating				

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	27	31	44	48
Mathematics	--	--	14	13	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	11	--	--	--	--
Male	7	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	11	--	--	--	--
White	7	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	11	--	--	--	--
English Learners	11	--	--	--	--
Foster Youth	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	11	--	--	--	--
Male	7	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	11	--	--	--	--
White	7	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	11	--	--	--	--
English Learners	11	--	--	--	--
Foster Youth	7	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parental Involvement

Parent involvement is an essential component of our school and the success of our students. The staff works tirelessly to increase parent involvement by trying to increase communication with the school in support of their students towards earning a high school diploma. Parents are encouraged to participate in their student's education as much as possible. The principal, teachers, secretary and instructional assistants are in constant communication with our student's parents. Communication is essential in the alternative education setting. We communicate with parents in regard to student attendance, academic performance, behavior and the overall student's well-being. We hold meetings to help parents work with their children on improving attendance, attitude, and grades.

The principal and teachers communicate with parents by phone, email and frequent one-on-one meetings. Parent meetings are often scheduled around the academic quarter or semester's end, so as to give the most updated information related to the student's credits and academic graduation track. We are working on increasing parent involvement to ensure the success of the children.

We had our first annual back-to-school night this year. It was highly successful. We had a potluck dinner, day care for younger siblings and the principal provided a PowerPoint presentation which playing vital information to students and parents about the school and its culture. This was aligned with the North Valley High School back-to-school night. Students were able to go to the community day classroom to meet their students separate from the North Valley presentation.

Parent involvement is a very important aspect to the success of our students. The classroom teacher, support staff and principal make parent contact frequently. Parents were contacted through text, phone, email, letters home and face-to-face meetings. Speaking with parents directly or meeting at the school is very important, so the communication flow stays intact. The teacher, school secretary and administration makes frequent and ongoing attempts to involve the parents in their students' academic success. Parents are encouraged to participate in the classroom on a scheduled or drop-in basis. We hold meetings to help parents work with their children on improving attendance, attitude, and grades. We are working on increasing parent involvement to ensure the success of the students. Please contact the school office if you are interested in becoming involved at our school.

Homework
Most all assignments are based in the classroom. Homework is always encouraged and needed when students either miss school or do not complete their class work assignments. Students are urged to take the work home and to seek a parent's help with assignments. Reading and studying are always encouraged, so students can keep up with their assignments and assessments.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.90			7.90			11.40	11.50	10.70
Graduation Rate	90.73			90.73			80.44	80.95	82.27

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	30.8	36.0	17.4	7.8	6.9	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

CDS has one full time teacher and a full time instructional assistant. They work together, along with the school principal, to monitor campus before, during and after the school day. CDS serves an at-risk population, and our staff monitors students closely for behavioral concerns to ensure the safety of all students and staff.

During lunch, physical education activities, breaks and field trips, we supervise students for appropriate and safe conduct. Our staff is vigilant and able to give instructions in the event of an emergency. We review and update the school safety plan annually. The community day school is set up on a privilege-based system, which incorporates different levels in which students can obtain. Based on the level you are on, the students have different privileges throughout the school day.

The safe school plan is reviewed and updated annually. Each school in our district uses the same template for their safety plan. The emergency procedures are updated each year. The schools work with district administration, local police agencies and other school safety experts, so OUSD schools are in compliance and abiding by the recommendations of safety and emergency personnel. The safe school plan is a public document and is available upon request and posted on the school website. The school district was involved in a major comprehensive safe school plan upgrade this year. The alternative education principal, who also serves as the district safety coordinator, upgraded these plans for North Valley High School as well as all school that the district. A district safety plan was created, which was based on the most updated and recommended administrative regulations and board policies. This was collaboration between the school district, administration and the Police Department. The biggest upgrade was to create an active shooter on campus procedure. All crisis procedures are being printed on a flip chart booklet which will be accessible to all staff throughout the district.

We serve an at-risk population, and our staff monitors students closely for behavioral concerns to ensure the safety of all students. It is surprising to outsiders that we have so few incidents of violent or substance abuse behavior. These resulted in suspensions and police citations. Our safe environment is due to staff vigilance and students who generally have decided that it is in their best interests to respect the staff that works hard for them. Staff is also able to give instructions in the event of an emergency, and we review and update the school safety plan annually.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Avg. Class Size	2013-14 Number of Classrooms 1-22	2013-14 Number of Classrooms 23-32	2013-14 Number of Classrooms 33+	2014-15 Avg. Class Size	2014-15 Number of Classrooms 1-22	2014-15 Number of Classrooms 23-32	2014-15 Number of Classrooms 33+	2015-16 Avg. Class Size	2015-16 Number of Classrooms 1-22	2015-16 Number of Classrooms 23-32	2015-16 Number of Classrooms 33+
English	3	4			1	3			1	3		
Mathematics	6	1			2	2			2	2		
Science	1	4			1	4			1	4		
Social Science	1	2			1	4			1	4		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.10	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.5	N/A
Other	1.0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	34645	1446	33199	67333
District	N/A	N/A	8624	$60,669
Percent Difference: School Site and District	N/A	N/A	285.0	11.0
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	484.8	0.0

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

Types of Services Funded (Fiscal Year 2015-16)

The district provides appropriate funding for the Orland Community Day School. Funding is available for a full-time administrator, one full-time teacher, and an instructional aide. Core materials, materials and supplies and other operating expenditures are provided within the school budget. With the allotted funds, we are able to provide the appropriate materials for students up to and including: field trips (College Exploration) PBIS materials, physical education and art equipment, school and office supplies and technology. Recent purchases have included: wireless computers, document camera, and an LCD projector and common core text books.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,208	$42,063
Mid-Range Teacher Salary	$57,315	$64,823
Highest Teacher Salary	$78,073	$84,821
Average Principal Salary (Elementary)	$83,292	$101,849
Average Principal Salary (Middle)	$87,106	$107,678
Average Principal Salary (High)	$97,849	$115,589
Superintendent Salary	$159,694	$169,152
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings will support teachers to strengthen literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, and promote instructional technology and increased student access to computer devices.

The alternative education principal did multiple professional development days focusing on high quality instruction.

We offer districtwide training for our staff year round and encourage teachers to attend trainings and conferences to improve their instructional methods. The teacher works with school administration in an effort to discuss the program, moving towards continuous improvement. The CDS teacher is encouraged to take school business time/days and visit other community day school for alternative education sites in order to learn more about the community day program. The teacher has the opportunity to do professional reading and participate in professional development webinars/conferences/seminars.