

## Audeo Charter

# 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.



## Veronica Ballman, School Coordinator

Principal, Audeo Charter

### About Our School

Audeo Charter School (Audeo) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades K through 12. Offering an option to traditional schools, Audeo has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are "at risk" in the educational system – taking many from failure to college bound.**
- **We run Audeo with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students' learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades K-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Audeo Charter School with parent request any day throughout the year. Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE), passing the GED, or passing the High School Equivalency Test (HiSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

**Please Note: Audeo is a DASS school and does not receive Statewide or Similar Schools ranks. As an alternative option, students enroll with Audeo to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.**

### Contact

Audeo Charter  
10170 Huennekens St.  
San Diego, CA 92121-2964

Phone: 858-678-2050  
Email: [info@audeocharterschool.net](mailto:info@audeocharterschool.net)

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>Email Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Website</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Audeo Charter
<b>Street</b>	10170 Huennekens St.
<b>City, State, Zip</b>	San Diego, Ca, 92121-2964
<b>Phone Number</b>	858-678-2050
<b>Principal</b>	Veronica Ballman, School Coordinator
<b>Email Address</b>	<a href="mailto:info@audeocharterschool.net">info@audeocharterschool.net</a>
<b>Website</b>	<a href="http://www.audeocharterschool.net">www.audeocharterschool.net</a>
<b>County-District-School (CDS) Code</b>	37683383731395

*Last updated: 1/30/2020*

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

### The Vision

The educational community known as Audeo Charter School is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Audeo Charter School is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Audeo Charter School is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

### The Mission

Audeo Charter School will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

### Basic Values

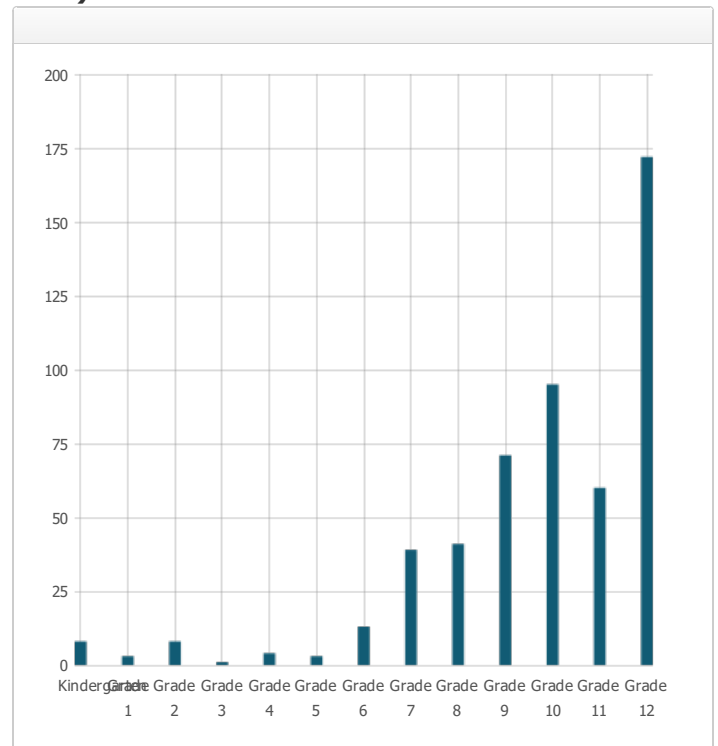
- Kids come first.
- Education at Audeo is personalized, individualized, and high quality.
- Audeo is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- Audeo uses business principles in managing the school.
- Audeo is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- Audeo employees are accountable for their work.

- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo.
- Audeo is committed to the improvement of the quality of life for students, their families, and the community it serves.

*Last updated: 1/30/2020*

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

Grade Level	Number of Students
Kindergarten	8
Grade 1	3
Grade 2	8
Grade 3	1
Grade 4	4
Grade 5	3
Grade 6	13
Grade 7	39
Grade 8	41
Grade 9	71
Grade 10	95
Grade 11	60
Grade 12	172
<b>Total Enrollment</b>	<b>518</b>



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	11.40 %
American Indian or Alaska Native	0.20 %
Asian	1.50 %
Filipino	0.60 %
Hispanic or Latino	50.80 %
Native Hawaiian or Pacific Islander	0.20 %
White	25.10 %
Two or More Races	10.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.40 %
English Learners	10.40 %
Students with Disabilities	18.30 %
Foster Youth	0.60 %
Homeless	2.90 %

## A. Conditions of Learning

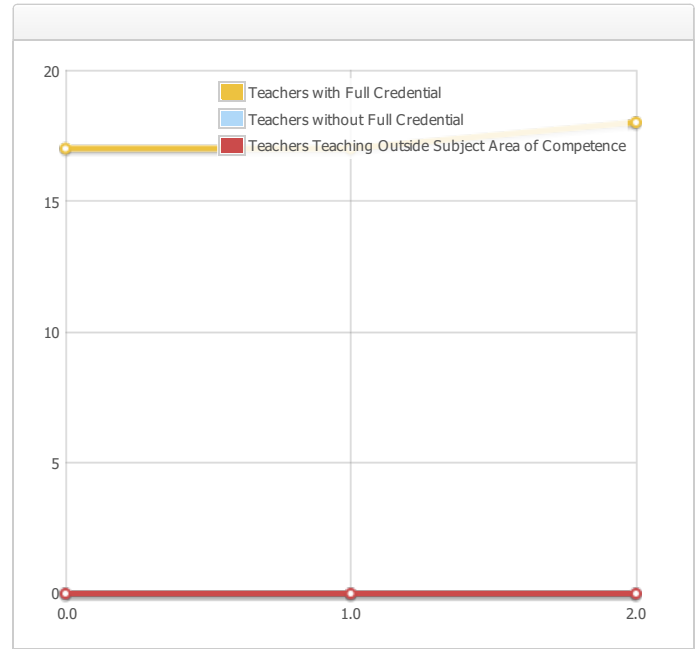
### State Priority: Basic

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

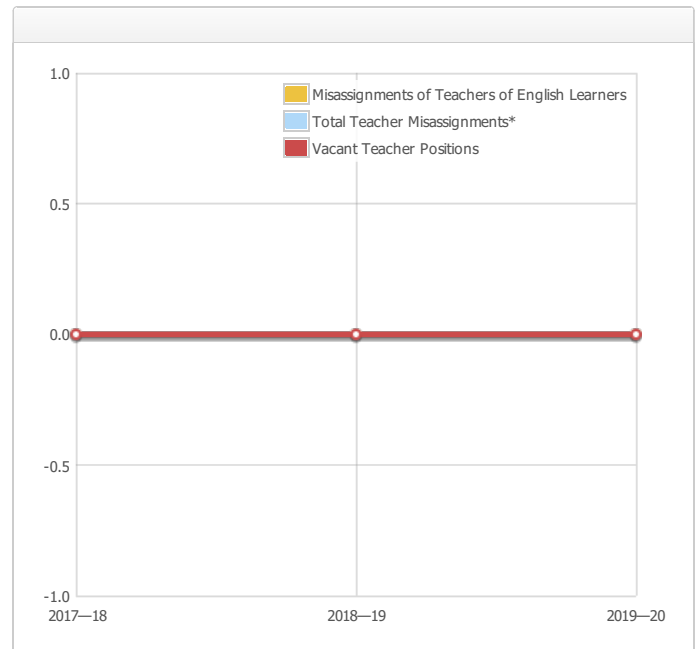
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	17	17	18	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



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	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

## School Facility Conditions and Planned Improvements

Audeo's resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the Internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

*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**

Audeo Charter School is designated by the state as a Dashboard Alternative School Status (previously ASAM) school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant/parenting, recovered dropouts, and/or habitually truant.

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)	45.0%	50.0%	55.0%	55.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	19.0%	45.0%	46.0%	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	219	206	94.06%	5.94%	49.51%
Male	108	101	93.52%	6.48%	45.54%
Female	111	105	94.59%	5.41%	53.33%
Black or African American	20	20	100.00%	0.00%	25.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	105	95	90.48%	9.52%	50.53%
Native Hawaiian or Pacific Islander					
White	75	74	98.67%	1.33%	51.35%
Two or More Races	16	14	87.50%	12.50%	57.14%
Socioeconomically Disadvantaged	124	117	94.35%	5.65%	42.74%
English Learners	28	25	89.29%	10.71%	8.00%
Students with Disabilities	38	34	89.47%	10.53%	23.53%
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	219	207	94.52%	5.48%	18.84%
Male	108	101	93.52%	6.48%	18.81%
Female	111	106	95.50%	4.50%	18.87%
Black or African American	20	20	100.00%	0.00%	0.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	106	96	90.57%	9.43%	17.71%
Native Hawaiian or Pacific Islander					
White	75	74	98.67%	1.33%	24.32%
Two or More Races	15	14	93.33%	6.67%	14.29%
Socioeconomically Disadvantaged	125	118	94.40%	5.60%	11.02%
English Learners	28	25	89.29%	10.71%	8.00%
Students with Disabilities	37	34	91.89%	8.11%	2.94%
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*

**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: 1/30/2020*

### Career Technical Education (CTE) Programs (School Year 2018—19)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). Audeo offers more than 20 CTE courses in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition". Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Audeo Charter School until graduation are required to earn two credits in a specified CTE course, Service Learning, or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill on their path to becoming College and Career Ready.

*Last updated: 1/30/2020*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	236
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: 1/30/2020*

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

Audeo maintains a comprehensive course list of UC A-G approved courses. The majority Audeo's high school students enrolling are behind in credits and not on track to graduate with their 4-year cohort. The majority enroll with courses completed at their previous school that did not meet the UC A-G requirements.

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	74.95%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	10.48%

# 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
-------------	--	--	---

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)

Parents become involved in their children's education at Audeo Charter School from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

### 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

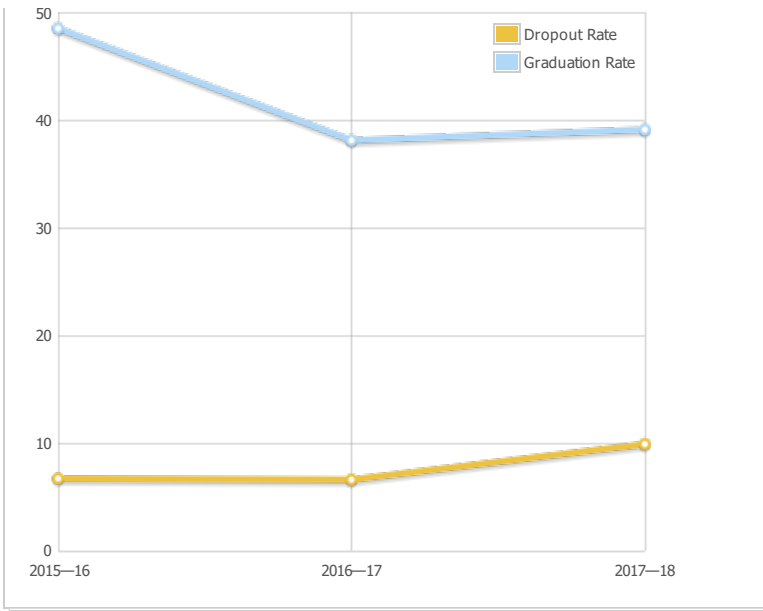
#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Please Note: Audeo Charter School is a DASS school. As an alternative option, many students enroll with Audeo Charter School to address credit deficiencies before returning to a traditional school or deciding to stay with Audeo to complete their coursework. Often these students are not on track to graduate with their four-year cohort.

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	6.70%	3.30%	9.70%
Graduation Rate	48.50%	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	6.60%	9.90%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	38.10%	39.10%	82.00%	83.10%	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	0.10%	0.30%	0.00%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/30/2020*

## School Safety Plan (School Year 2019—20)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

*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.



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

Title	Ratio**
Counselors*	398.46

\*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)	1.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.15
Social Worker	0.15
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	1.60

\*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	\$11506.85	\$2034.55	\$9472.31	--
District	N/A	N/A	--	\$80624.00
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: 1/30/2020*

**Types of Services Funded (Fiscal Year 2018–19)**

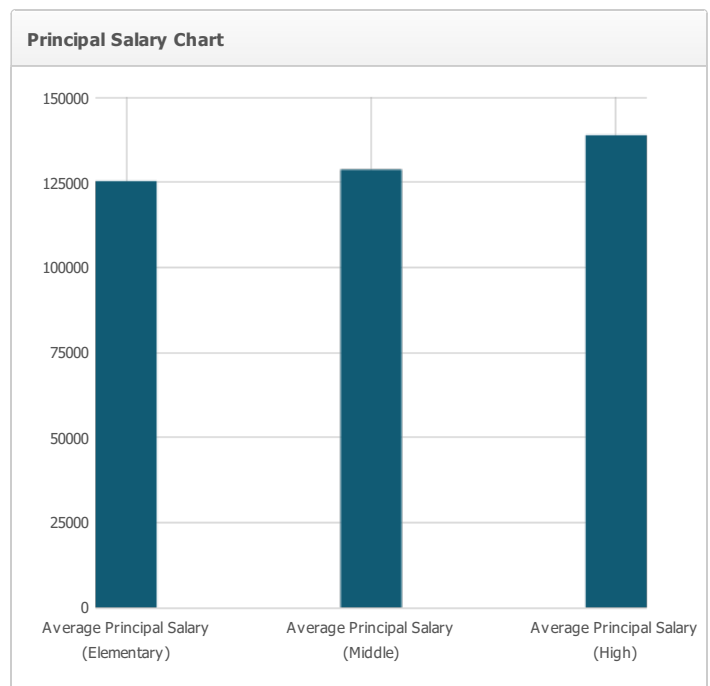
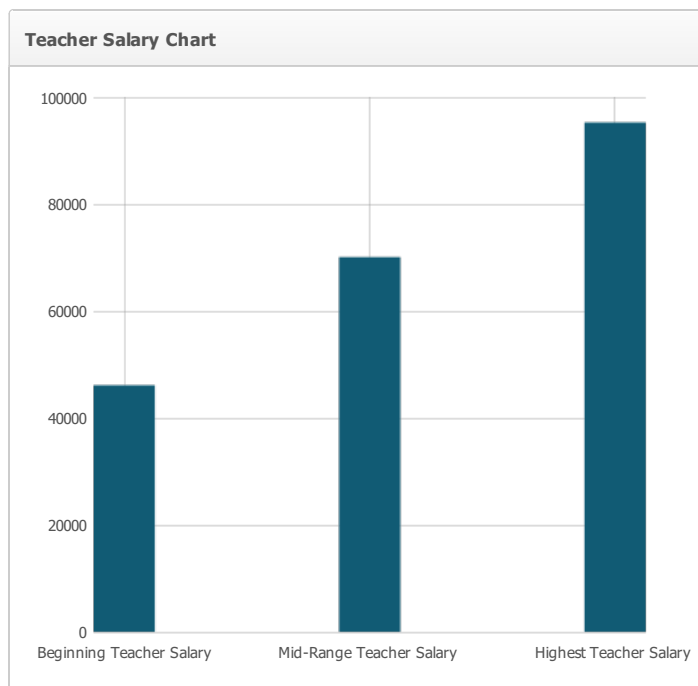
As a 501c3 non-profit corporation, Student Success Programs, Inc. has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

*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	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	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	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	0.60%

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**

Audeo Charter School offers its workforce a comprehensive professional development system. The system is based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. In short, the plan provides a school within a school for the purposes of teaching and learning to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results in an independent study environment. It was designed to fulfill Audeo's professional development needs to produce a rigorous academic and professional experience for teachers, clerical and classified staff. In addition, all personnel are encouraged to attend seminars and workshops offered by local universities, the San Diego County Office of Education (SDCOE), and professional associations. Staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the Strategic Plan and the Local Control Accountability Plan. At a holistic level, Audeo's professional development also provides support for all employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8	14	14