

# Monterey County Home Charter School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

## Monterey County Home Charter

### Contact Information (School Year 2014-15)

901 Blanco Circle  
P.O. Box 80851  
Salinas, CA 93912-0851  
(831) 755-0331

Principal: Justin McCollum, Administrator

Contact E-mail Address: [jmccollum@mchcs.org](mailto:jmccollum@mchcs.org)

County-District-School (CDS) Code: 27102722730232

## Monterey County Office of Education

### Contact Information (School Year 2014-15)

(831) 755-0301  
[www.monterey.k12.ca.us](http://www.monterey.k12.ca.us)

Superintendent: Nancy Kotowski

Contact E-mail Address: [kotowski@monterey.k12.ca.us](mailto:kotowski@monterey.k12.ca.us)



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information - Most Recent Year

District Name	Monterey County Office of Education
Phone Number	(831) 755-0301
Superintendent	Nancy Kotowski
E-mail Address	kotowski@monterey.k12.ca.us
Web Site	www.monterey.k12.ca.us

### School Contact Information - Most Recent Year

School Name	Monterey County Home Charter
Street	901 Blanco Circle P.O. Box 80851
City, State, Zip	Salinas, CA 93912-0851
Phone Number	(831) 755-0331
Principal	Justin McCollum, Administrator
E-mail Address	jmccollum@mchcs.org
Web Site	mchcs.org
County-District-School (CDS) Code	27102722730232

### School Description and Mission Statement- Most Recent Year

The Monterey County Home Charter School is a dependent charter with the Monterey County Office of Education. MCHCS serves students whose families are willing and able to work in conjunction with MCHCS teachers and support staff to provide instruction and monitor their student's learning at home in kindergarten through grade 12. MCHCS serves students in Monterey County and adjacent counties. Credentialed teachers meet with the families on a regular basis (either weekly or biweekly) and monitor students' progress in curricular areas as outlined by the California Common Core State Standards.

The mission of the Monterey County Home Charter School is to plan, monitor, and assist in the education of students in K - 12 in a homeschool learning environment enabling them to speak, read, write, use technology, and calculate effectively to become self-motivated, competent, and lifelong learners. The Monterey County Home Charter School provides students with the necessary resources to achieve success and meet state standards in core academic subjects appropriate to their level.

The MCHCS staff working together with the student and his/her parents develops an Individual Learning Plan (ILP) that addresses the student's unique and specific educational needs and academic goals. Student success is achieved in a collaborative effort with parents as the primary deliverers of the educational program, "Highly Qualified" certificated teachers as supervisors of the educational program, and the community as a resource for the education program.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	3
Kindergarten	13
Grade 1	16
Grade 2	10
Grade 3	5
Grade 4	20
Grade 5	15
Grade 6	19
Grade 7	32
Grade 8	36
Grade 9	43
Grade 10	50
Grade 11	67
Grade 12	120
Total Enrollment	449

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	2
Filipino	0
Hispanic or Latino	54
Native Hawaiian/Pacific Islander	0
White	34
Two or More Races	4.00
Socioeconomically Disadvantaged	46
English Learners	14
Students with Disabilities	14

## 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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	17	20	21	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	95.82	4.18
<b>High-Poverty Schools in District</b>	95.46	4.54
<b>Low-Poverty Schools in District</b>	100	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 - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Yes, 2003 (Grades K-5); Yes, 2013 (Grades 6-12).	No (Grades K-5); Yes (Grades 6-12).	0%
<b>Mathematics</b>	Yes, 2008 (Grades K-5); Yes, 2013 (Grades 6-12).	No (Grades K-5); Yes (Grades 6-12).	0%
<b>Science</b>	Yes, 2006.	No	0%
<b>History-Social Science</b>	Yes, 2008.	Yes	0%
<b>Foreign Language</b>	N/A	N/A	0%
<b>Health</b>	Yes, 2010.	No	0%
<b>Visual and Performing Arts</b>	Yes, 2000.	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements - Most Recent Year

The Monterey County Home Charter School is housed at the Monterey County Office of Education in portable buildings that are in fair-to-good condition. The restrooms are shared by other housed programs and are modern and in excellent condition. The portables used are well cared for. The Monterey County Office of Education has a long-term plan to replace the portables with a permanent structure and is working toward that goal.

In the meantime, there is a plan for deferred maintenance. Carpets in the main offices were replaced over the summer, and the main office was repainted. During the 2013-14 school year, warped and cracked ramps and detached hand railings are being fixed, and all bookshelves are being checked to ensure that they are appropriately fastened to floors and/or walls to increase safety in the event of seismic activity.

### School Facility Good Repair Status - Most Recent Year

Using the most recent 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 Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	
Interior: Interior Surfaces	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	✔	—	—	
Safety: Fire Safety, Hazardous Materials	✔	—	—	
Structural: Structural Damage, Roofs	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

### Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	✔	—	—	—

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	36%	42%	42%	38%	37%	42%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42%
All Students at the School	42%
Male	41%
Female	43%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	N/A
White	56%
Two or More Races	N/A
Socioeconomically Disadvantaged	37%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	47%	45%	42%	42%	42%	54%	56%	55%
Mathematics	27%	29%	33%	41%	41%	43%	49%	50%	50%
History-Social Science	19%	26%	24%	18%	20%	20%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	3	3
Similar Schools	5	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	20	30	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	50	-14
Native Hawaiian or Pacific Islander			
White	4	24	3
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

The Monterey County Home Charter School enrolls eligible and interested students in the Mission Trails Regional Occupational Program (MTROP). This is an organization of individual vocational school sites affiliated with alternative education in school districts throughout Monterey County. Some courses are offered at high school sites and some at ROP campuses.

MTROP provides:

- vocational training and development
- career training courses and certifications
- career planning services

MCHCS high school juniors and seniors benefit from access to MTROP's professional-level vocational training. The primary objective is to provide our communities with skilled workers in a variety of vocations and to offer our students another pathway for success.

MCHCS also utilizes the WhoDoUWant2B website offered through a partnership between the California Department of Education, the State of California, and California Community Colleges. Interested students are encouraged to concurrently enroll in a variety of courses at the local Community Colleges to explore vocations.

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	26
Percent of pupils completing a CTE program and earning a high school diploma	100
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88



Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**State Priority: Other Pupil Outcome**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	39%	36%	39%	35%	29%	37%	56%	57%	56%
Mathematics	26%	19%	29%	26%	21%	37%	58%	60%	62%

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.

California High School Exit Examination Results for All Grade Ten Results by Student Group  
(School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	63%	18%	19%	63%	26%	11%
All Students at the School	61%	18%	22%	71%	22%	8%
Male	67%	17%	17%	70%	20%	10%
Female	52%	19%	29%	71%	24%	5%
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	63%	17%	20%	69%	22%	8%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	54%	23%	23%	64%	27%	9%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	63%	17%	20%	72%	22%	6%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	31.8%	4.5%	13.6%
9	30.8%	23.1%	15.4%

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.

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 - Most Recent Year

Parents meet with their assigned credentialed resource teacher for weekly or bi-weekly meetings. Parents in this program are involved in their child's academic program through their role as the daily and primary instructor of their student. They also have an opportunity to be representatives on the MCHCS's Governance Council and English Language Advisory Committee as well as have active roles on our MCHCS Foundation. Monthly workshops, field trips, events, and programs enable parents to share learning with their students. Also, workshops that address parent needs are held as needed. Parent participation is highly encouraged and observed in all aspects of the program.

**State Priority: Pupil Engagements**

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Dropout Rate</b>	14.1	12.3	10.4	14.1	12.3	10.4	14.7	13.1	11.4
<b>Graduation Rate</b>	75.28	79.13	80.02	75.28	79.13	80.02	77.14	78.87	80.44

**Completion of High School Graduation Requirements - Graduating Class of 2013**

Group	School	District	State
<b>All Students</b>	96	58	84
<b>Black or African American</b>	0	133	75
<b>American Indian or Alaska Native</b>	100	66	77
<b>Asian</b>	100	40	92
<b>Filipino</b>	0	50	92
<b>Hispanic or Latino</b>	89	59	80
<b>Native Hawaiian/Pacific Islander</b>	100	100	84
<b>White</b>	108	100	90
<b>Two or More Races</b>	80	83	89
<b>Socioeconomically Disadvantaged</b>	94	50	82
<b>English Learners</b>	62	27	53
<b>Students with Disabilities</b>	62	30	60

## 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		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
<b>Suspensions</b>	0	0	0	0.9	1.6	1.4	4.4	5.1	5.7
<b>Expulsions</b>	0	0	0	0	0	0	0.1	0.1	0.1

### School Safety Plan - Most Recent Year

The School Safety Plan is reviewed and discussed annually and on an ongoing basis with the staff and Governance Council. The plan is modeled after and is designed in conjunction with the Monterey County Office of Education Alternative Programs' Safety Plan. It includes actions to be taken in the event of a crisis and shall ensure compliance with law, Board Policy, and Administrative Regulations. The MCOE Superintendent or designee is responsible for reviewing with staff on an annual basis the components of the comprehensive safety plan.

Legal reference: Education Code 212.6 Sexual harassment, 32260-32262 Interagency School Safety Demonstration Act of 1985, 335147 School Site Councils and advisory committees, 35183 School dress code; uniforms, 35291 Rules, 35291.5 School adopted discipline rules, 35294-35294.9 School Safety Plans, 48900-48926 Suspension and Expulsion, 48950 Speech and other communication.

Policies and Procedures: Child Abuse; Disaster; Suspension and Expulsion; Notification to Teachers; Sexual Harassment; Dress Code; Ingress and Egress; Safe and orderly environment: Tobacco, alcohol, and drugs; Accident Prevention; Health Standards; Arrest; Interrogation; Weapons; Explosives; Property; Privacy; Searches; and School Discipline.

All of these areas and more are addressed in the MCHCS Safety Plan.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

## Monterey County Home Charter 2013-14

### School Accountability Report Card

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\* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	420
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	0.5	N/A
Other	3	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	N/A
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

### Types of Services Funded (Fiscal Year 2013-14)

The Monterey County Home Charter School is housed at the Monterey County Office of Education in portable buildings that are in fair-to-good condition. The restrooms are shared by other housed programs and are modern and in excellent condition. The portables used are well cared for. The screens on the windows have been replaced. The Monterey County Office of Education has a long-term plan to replace the portables with a permanent structure and is working toward that goal. In the meantime there is a plan for deferred maintenance. Carpets in the main office replaced in the summer of 2013. In 2014, entry ramps were rebuilt and new handrails installed. Exterior walls were painted and new window shades were installed on all the interior windows.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

### Advanced Placement Courses (School Year 2013-14)

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

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

\* Where there are student course enrollments.

### Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The major areas of focus for staff development have been the California Common Core State Standards, meeting the needs of English learners, and offering the Verification Process for Special Settings to teachers who need to become "highly qualified" in a core academic area. Apart from these areas, teachers have examined student achievement data to determine areas they want for professional development. These choices have included the areas listed above as well as support in teaching math and intervention for language arts.

Implementation of professional development learning goals is followed up by administration and monitored through teacher surveys, observations, and workshops.

Staff development occurs within the workday and on some weekends. Each year, approximately 3 workdays are utilized for staff development. Most inservice occurs during planned staff meeting times. Any training that is available on school days is scheduled with parent/student notification.