

La Paloma High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	La Paloma High (Continuation)
Street	400 Ghiggeri Way
City, State, Zip	Brentwood, Ca, 94513-5314
Phone Number	925-634-2888
Principal	Mr. Roy Bennett, Principal
E-mail Address	bennettr@luhsd.net
County-District-School (CDS) Code	07617210733998

District	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Web Site	www.libertyuhd.k12.ca.us
Superintendent First Name	Eric
Superintendent Last Name	Volta
E-mail Address	voltae@luhsd.net

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

School Description

La Paloma High School is a continuation school which offers an alternative to the traditional comprehensive high school. We serve students who have experienced academic, behavioral or personal difficulties, and were not successfully at the comprehensive high school. Our school is an effective option for at-risk students who, for various reasons such as being significantly behind in credits, are unable to succeed in a traditional school setting or unable to attend school full-time. La Paloma High School's main objective is to motivate our students to earn a high school diploma. We also help with career planning and/or post-secondary work at community college.

Our staff is small, eleven teachers, with a student/teacher ratio of twenty to one. The Administrative and support staff consists of Secretary/Registrar, Attendance Clerk, Special Education Paraprofessional, part-time Psychologists, Leadership teacher and a Campus Supervisor. We are fully accredited by the Western Association of Schools and Colleges and strictly adhere to the California State Standards for Curriculum and Instruction. La Paloma High School strives to maintain a small community atmosphere and personal approach, allowing students to take advantage of individual attention and instruction. Staff involvement is encouraged in instructional planning, goal setting, and implementation of the school wide vision. Weekly staff meetings are the main forum where we share and exchange ideas and techniques.

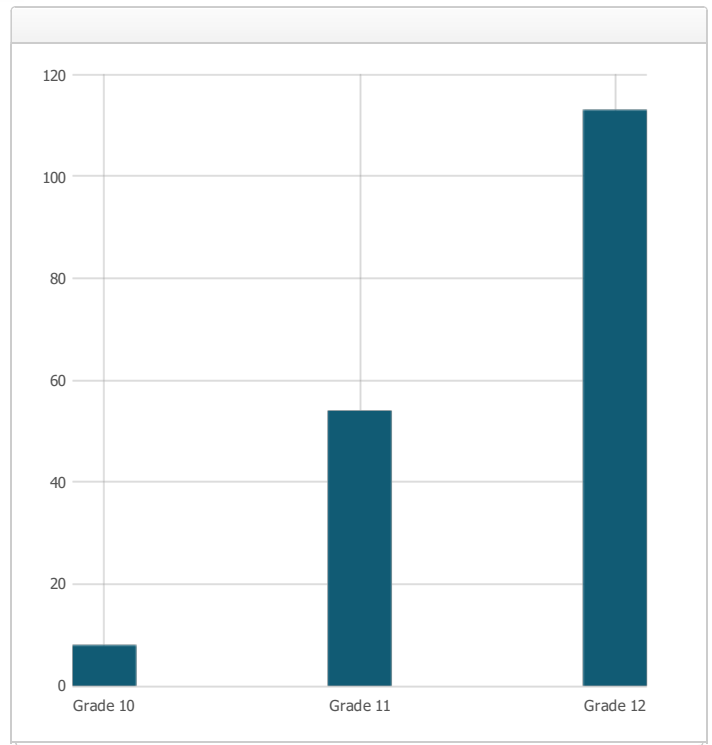
School Mission

To provide an alternative learning environment which will foster a student's self-confidence, responsibility, and academic achievement.

Last updated: 2/2/2015

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

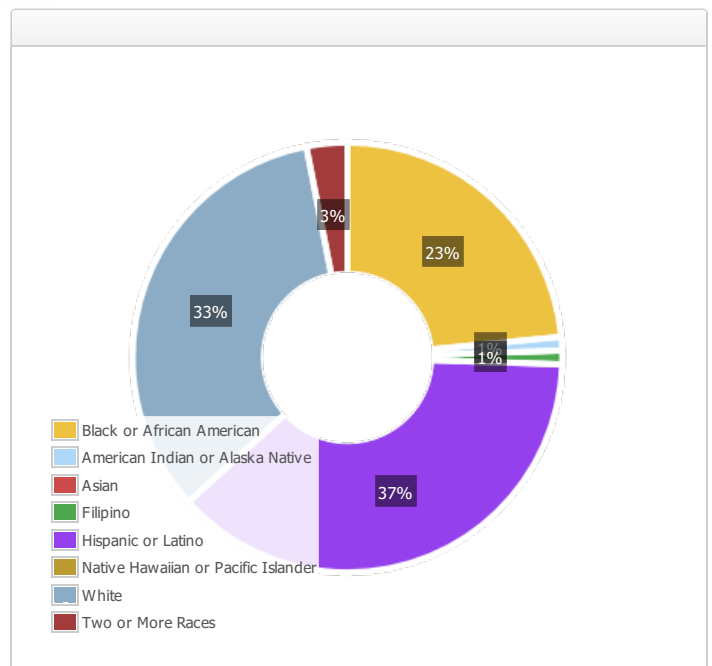
Grade Level	Number of Students
Grade 10	8
Grade 11	54
Grade 12	113
Total Enrollment	175



Last updated: 1/28/2015

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

Group	Percent of Total Enrollment
Black or African American	23.4
American Indian or Alaska Native	1.1
Asian	0.0
Filipino	1.1
Hispanic or Latino	37.7
Native Hawaiian or Pacific Islander	0.0
White	33.1
Two or More Races	3.4
Socioeconomically Disadvantaged	50.3
English Learners	5.1
Students with Disabilities	16.6



Last updated: 1/28/2015

A. Conditions of Learning

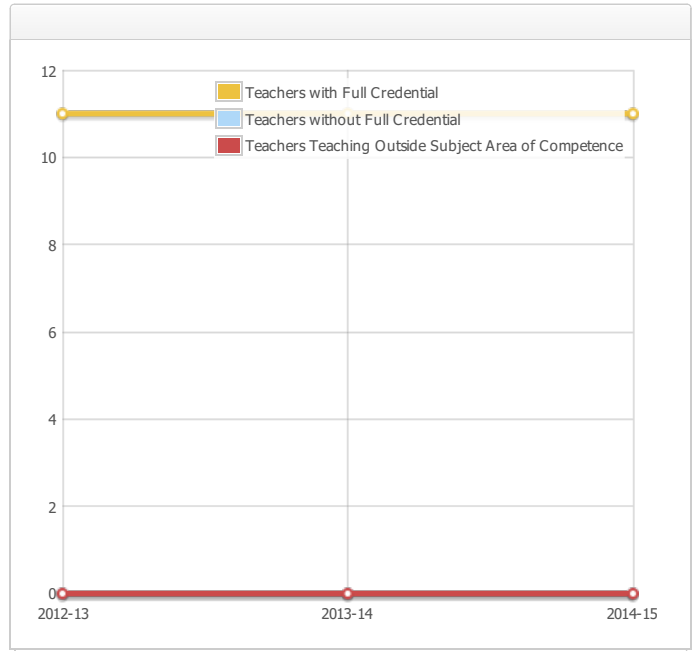
State Priority: Basic

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

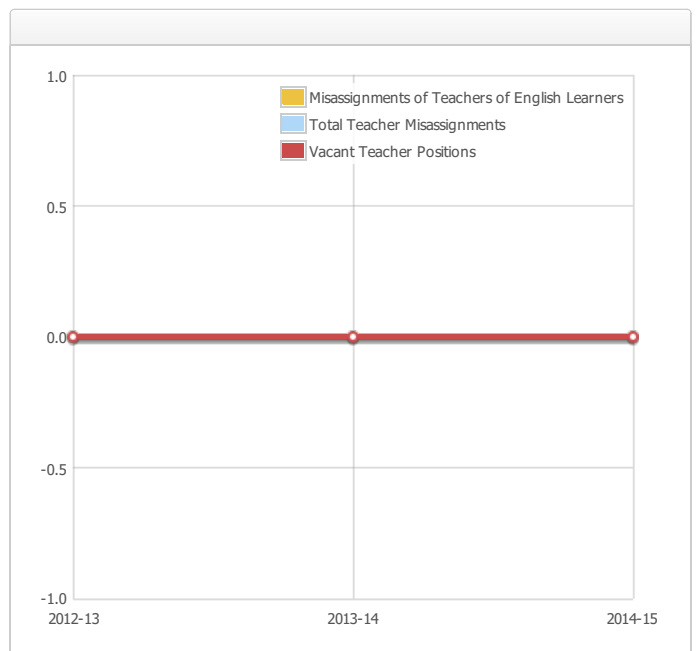
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	11	11	342
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/21/2015

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.

Last updated: 1/21/2015

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
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99	1

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

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> California Holt Literature and Language Arts - Holt, Rinehart & Winston 	No	0.0
Mathematics	<ul style="list-style-type: none"> Algebra I - Larson BIG IDEAS Algebra 1 Common Core Geometry - Larson BIG IDEAS Geometry Common Core Algebra II - Larson BIG IDEAS Algebra 2 Common Core Pre-Calculus - Functions and Graphs; Cengage (Thompson Learning) Brooks/Cole AP Calculus - Calculus, Graphical, Numerical, Algebraic: Finney, Demana, Waits, Kennedy. Addison Wesley Longman Statistic - Modeling the World; Prentice Hall, Bock, Velleman De Veax AP Statistics - The Practice of Statistics Calculator Enhanced Freeman Publishing 	Yes	0.0
Science	<ul style="list-style-type: none"> Earth Science - Holt Earth Science California, Allison, Degaetano, Pasachoff <ul style="list-style-type: none"> Biology - Biology, McDougal Littell Chemistry - Prentice Hall Chemistry California Edition; Wilbraham, Staley, Matta, Watterman: Prentice Hall/Pearson Education <ul style="list-style-type: none"> Physics - Holt Physics; Serway and Faughn Environmental Science - Environmental Science Holt, Rinehart, Winston AP Biology - Biology: The Unity and Diversity of Life, Star and Taggart; Wadsworth Publishing <ul style="list-style-type: none"> AP Chemistry - Chemistry, Zumdahl; D.C. Heath Biotechnology - Science for the New Millennium Entomology - Fundamentals of Entomology - Prentice Hall: Richard J. Elzinga A Survey of Entomology - Writers Club Press; Frank Young, Gene Kritsky, 12/06 	No	0.0
History-Social Science	<ul style="list-style-type: none"> World History - Patterns of Interaction, McDougal Littell, Beck US History - The Americans, McDougal Littell, Danzer American Government - Magruder's Government, Prentice Hall, Magruder <ul style="list-style-type: none"> Economics - Principles in Action, Prentice Hall AP World History - World Civilizations the Global Experience, Prentice Hall, Stearns AP US History - The Enduring Vision 5th Edition, McDougal Littell, Boyer AP Economics - Economics 16th Edition, Glencoe, McConnell and Brue AP Government - American Government 10th Edition, McDougal Littell, Wilson, and Dilulio 	No	0.0
Foreign Language	<ul style="list-style-type: none"> Spanish I - V - Que Chévere - EMC French I - V - T'es Branche, EMC/Paradigm Publisher German I - III - Portfolio Deutsch, Klett-Langenschiedt 	Yes	0.0
Health	<ul style="list-style-type: none"> Health - Glencoe Health; Glencoe, Mary H. Bronson 	No	0.0
Visual and Performing Arts	<ul style="list-style-type: none"> Intro to Art History - Discovering Art History, Davis Publications Theatre Arts 1, 2, 3 - Basic Drama Projects. 8th Edition, Tanner, Fran Averett, Perfection Learning Corporation 	No	0.0

	<ul style="list-style-type: none"> • Beginning Art - Art Fundamentals 9th ed. McGraw Hill 2002 • Intermediate Art - The Annotated mona Lisa, Andrews & McMeel, Carol Strikland • Advanced Painting & Drawing - Discovering Art History, Second Edition Gerald F. Brommer; Davis Publications Inc • AP Art History - Gardner's Art Through the Ages, Tenth Edition De la Croix and Tansey; Harcourt Brace 		
Science Lab Eqpmt(9-12)	<ul style="list-style-type: none"> • Earth Science - Holt Earth Science California, Allison, Degaetano, Pasachoff <ul style="list-style-type: none"> • Biology - Biology, McDougal Littell • Chemistry - Prentice Hall Chemistry California Edition; Wilbraham, Staley, Matta, Watterman: Prentice Hall/Pearson Education <ul style="list-style-type: none"> • Physics - Holt Physics; Serway and Faughn • Environmental Science - Environmental Science Holt, Rinehart, Winston • AP Biology - Biology: The Unity and Diversity of Life, Star and Taggart; Wadsworth Publishing <ul style="list-style-type: none"> • AP Chemistry - Chemistry, Zumdahl; D.C. Health • Biotechnology - Science for the New MilleniumEntomology - Fundamentals of Entomology - Prentice Hall: Richard J. Elizinga • A Survey of Entomology - Writers Club Press; Frank Young, Gene Kritsky, 12/06 	No	0.0

Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

<p>A walk-thru is completed two times a year addressing school facility conditions. The site is evaluated and any facilities that need repair are listed on the Facility Inspection Tool. The results of this survey are available at the district office. Planned remedial action and a timeline are set by the site and district. The site and the district are committed to provide safe, clean, adequate and functional facilities to staff and students. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and the emergency repairs are given the highest priority. The Supervisor of Maintenance and Operations works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Williams Uniform Complaint form, regarding facilities, can be picked up at the Principal's Office.</p> <p>Newer site well maintained.</p>

Last updated: 3/9/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary
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Last updated: 3/9/2015

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)	8	13	9	64	67	66	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.

Last updated: 1/28/2015

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	66
All Students at the School	9
Male	13
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	8
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

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	4%	8%	7%	53%	59%	62%	54%	56%	55%
Mathematics	8%	N/A	N/A	27%	30%	28%	49%	50%	50%
History-Social Science	13%	11%	14%	47%	50%	52%	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.

Last updated: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	B	B	B
Similar Schools	B	B	B

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

Last updated: 1/28/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-45	45	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
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.

Last updated: 1/28/2015

Career Technical Education Programs (School Year 2013-14)

We help with career planning and/or post-secondary work through a number of opportunities. Each Fall and Spring we plan college visits to local institutions. In May we have career fair where representatives from career technical school, branches of the military and community colleges are invited to give classroom presentations to all our students and are encouraged to remain during lunch to continue one-on-one discussions with interested students. In addition the principal/counselor is available to meet with students individually to answer questions about college and career planning and goals.

Last updated: 2/2/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/27/2015

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	67.8
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

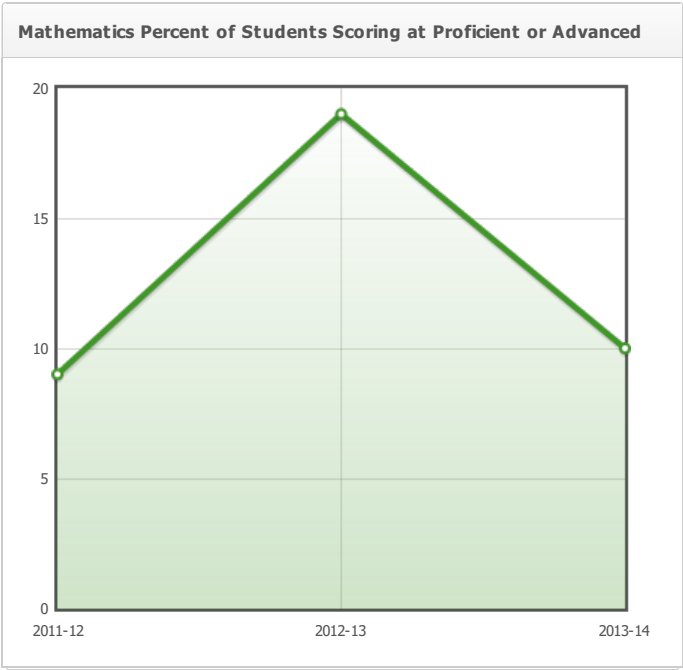
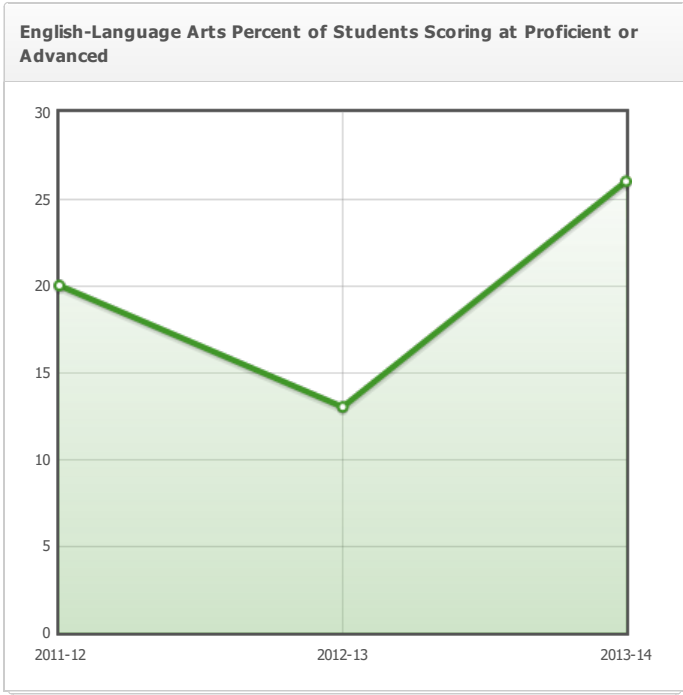
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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	20%	13%	26%	61%	65%	48%	56%	57%	56%
Mathematics	9%	19%	10%	55%	62%	49%	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.



Last updated: 1/28/2015

California High School Exit Examination 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	37%	28%	34%	36%	45%	18%
All Students at the School	74%	21%	5%	90%	5%	5%
Male	73%	20%	7%	88%	6%	6%
Female	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
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.

Last updated: 1/28/2015

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

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	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.

Last updated: 1/28/2015

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

Parent involvement is also encouraged through our Student Leadership activities, annual La Paloma Community Feasts, and town meeting forums at Back to School Night and Mini conferences for parents/students (Spring)

State Priority: Pupil Engagement

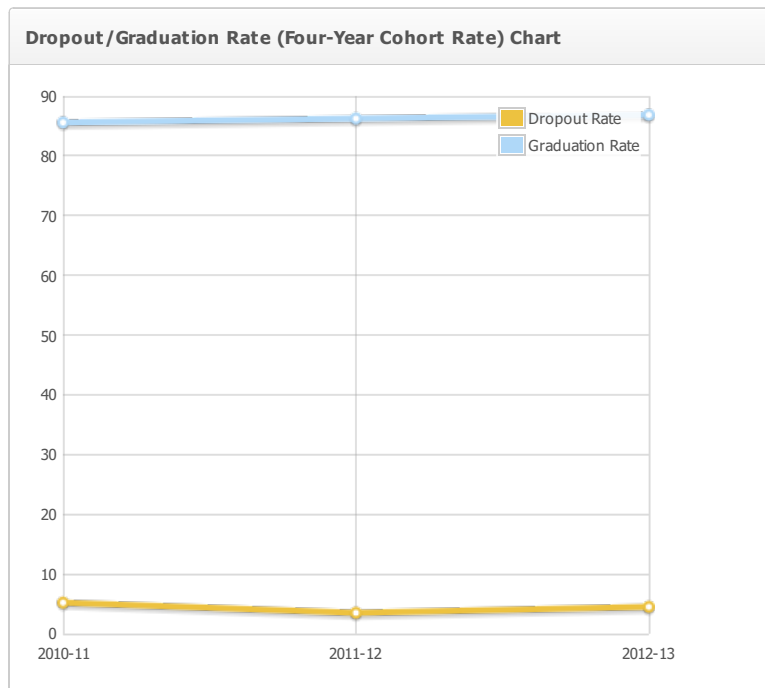
Last updated: 2/2/2015

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
Dropout Rate	5.2	3.5	4.5	5.2	3.5	4.5	14.7	13.1	11.4
Graduation Rate	85.59	86.25	86.86	85.59	86.25	86.86	77.14	78.87	80.44



Last updated: 1/28/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	34	83	84
Black or African American	25	65	75
American Indian or Alaska Native		68	77
Asian	66	95	92
Filipino	100	86	92
Hispanic or Latino	36	80	80
Native Hawaiian or Pacific Islander	50	71	84
White	32	87	90
Two or More Races	25	89	89
Socioeconomically Disadvantaged	25	76	82
English Learners	27	50	53
Students with Disabilities	14	52	60

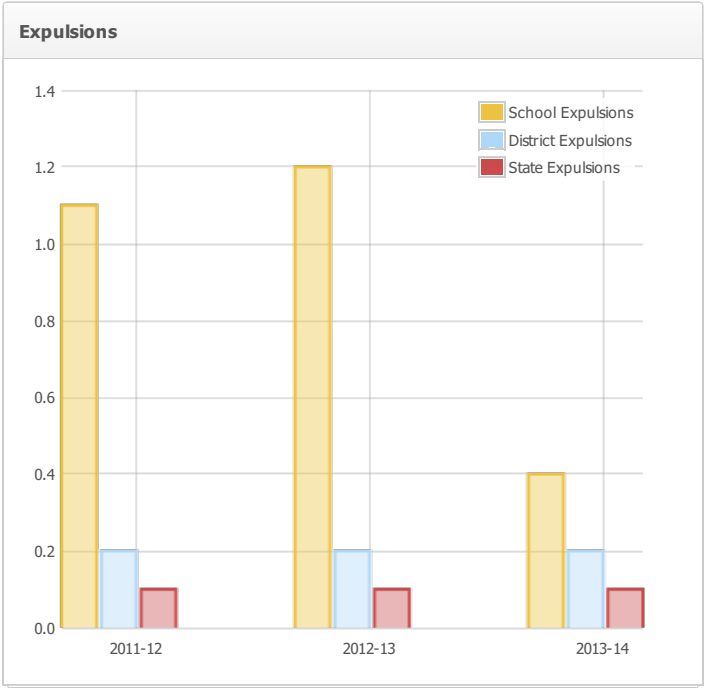
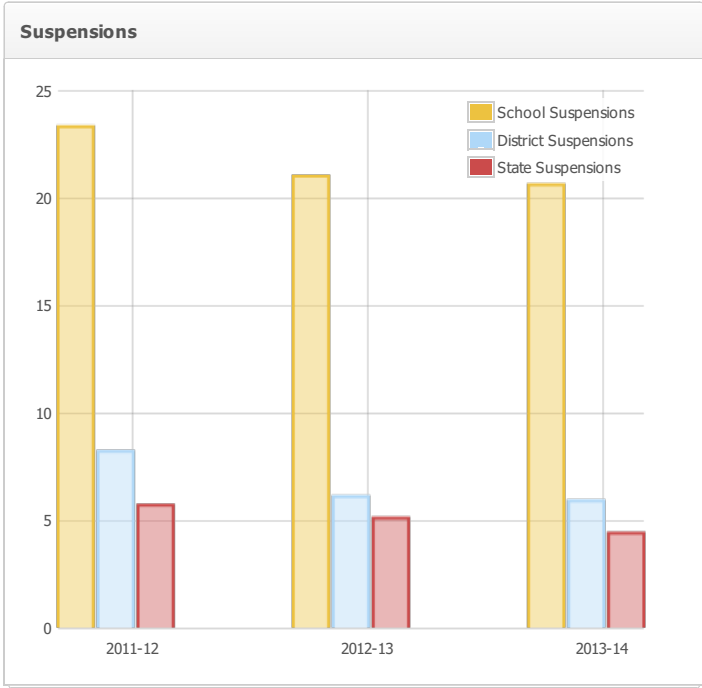
State Priority: School Climate

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	23.30	21.00	20.60	8.20	6.10	5.90	5.70	5.10	4.40
Expulsions	1.10	1.20	0.40	0.20	0.20	0.20	0.10	0.10	0.10



Last updated: 1/28/2015

School Safety Plan - Most Recent Year

Each site updates their Emergency and School Safety Plans on a yearly basis. Standard Operating Procedures (S.O.P.) were developed for all staff members dealing with safety issues. Quarterly, the District meets with students to address safety issues on campus.

Last updated: 1/29/2015

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	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	No	Yes

Last updated: 1/28/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

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.

Last updated: 1/28/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.8	17	0	0	15.0	15			15.0	17		
Mathematics	16.7	13	0	0	15.0	11			15.0	14		
Science	14.6	5	0	0	15.0	5			15.0	5		
Social Science	14.9	14	0	0	15.0	13			16.0	11		

* 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: 1/28/2015

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/21/2015

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	\$8,723	\$8,372	\$350	\$71,919
District	N/A	N/A	\$4,748	\$65,276
Percent Difference – School Site and District	N/A	N/A	-92.62%	8.09%
State	N/A	N/A	\$4,690	\$72,276
Percent Difference – School Site and State	N/A	N/A	-93.00%	-0.49%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

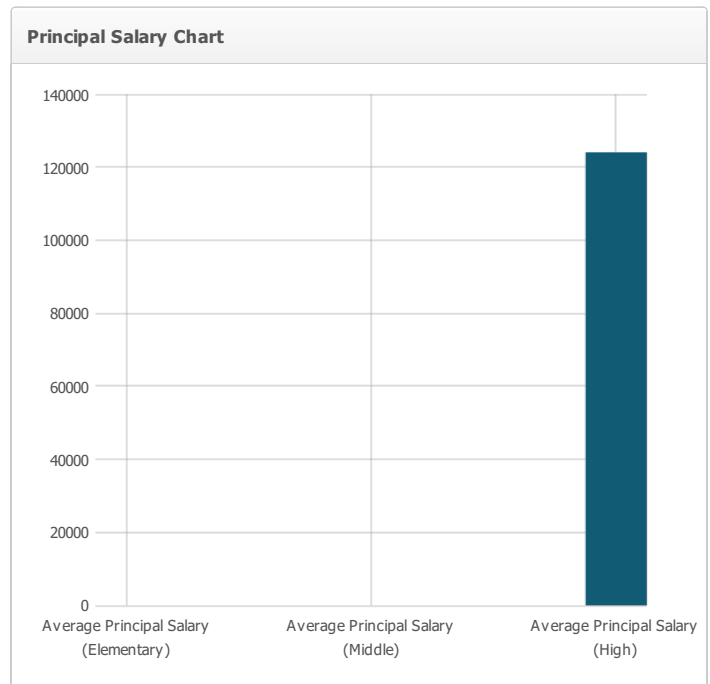
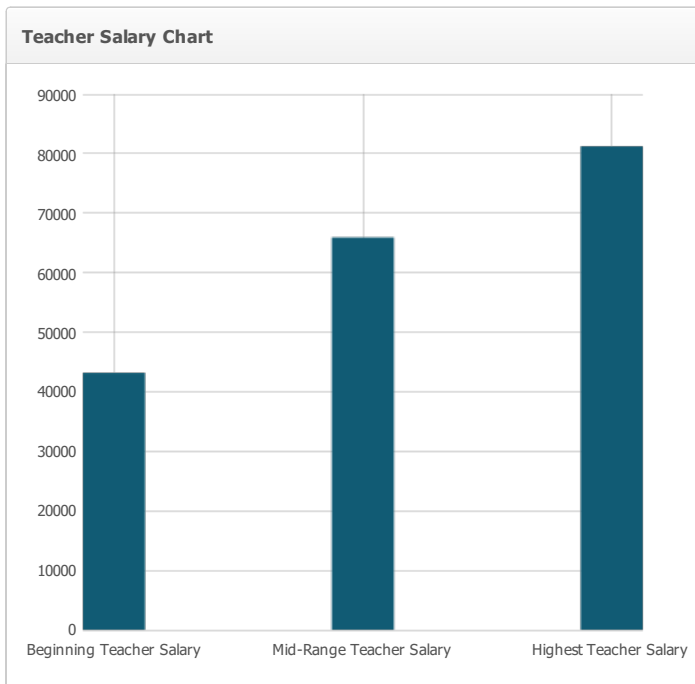
The Liberty Union High School District spends approximately \$8722.60 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 1/23/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,180	\$42,957
Mid-Range Teacher Salary	\$65,926	\$69,613
Highest Teacher Salary	\$81,242	\$89,407
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	\$120,526
Average Principal Salary (High)	\$124,076	\$129,506
Superintendent Salary	\$167,280	\$207,044
Percent of Budget for Teacher Salaries	38.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/28/2015

Advanced Placement Courses (School Year 2013-14)

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		

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

*Where there are student course enrollments.

Last updated: 1/28/2015

Professional Development – Most Recent Three Years

Focus areas for professional development are based on assessment data, our district Strategic Plan, and the new Common Core State Standards (CCSS). We have initiated content coaches for both ELA and math to help focus on improving student achievement and improving the delivery of curriculum. In addition, we hold a district-wide Professional Development Day at the beginning of the school year which focuses on the CCSS. The school site also has Professional Learning Communities (PLC's) for the purpose of teacher collaboration, data analysis, sharing best and curriculum development.

Last updated: 1/27/2015