

# Stanislaus County Institute of Learning

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Stanislaus County Institute of Learning
<b>Street</b>	3113 Mitchell Road
<b>City, State, Zip</b>	Ceres, CA 95307
<b>Phone Number</b>	209-238-8750
<b>Principal</b>	Marcelo Briones
<b>E-mail Address</b>	mbriones@stancoe.org
<b>Grades Served</b>	6-12
<b>CDS Code</b>	50-10504-0131235

District Contact Information	
District Name	Stanislaus County Office of Education
Phone Number	209-238-1700
Superintendent	Tom Changnon
E-mail Address	tchangnon@stancoe.org
Web Site	http://stancoe.org

### School Description and Mission Statement (Most Recent Year)

Stanislaus County Institute of Learning opened its doors on August 14, 2014 after construction was completed on August 8, 2015. The school serves the students enrolled in, a middle school program that models a military school format. The site is also home to an Independent Study program. SCIL is an innovative community court school which strives to provide a wide array of educational options for children and their families. Our themed academy TCA - Tactical Character Academy, offers a military themed community school program to middle school students. SCIL also offers a traditional independent study program. In order to address attendance and truancy issues, we have developed the Character Training lectures for TCA. These lectures provide additional character training, counseling, and behavior management and control to assist the student who is struggling in the classroom. In addition, our in-house suspension system increases attendance and has been useful in curtailing students that would normally require at-home suspension. We also have multiple liaisons that facilitate the provision of other county and non-county sponsored support and services.

Class sizes are generally smaller allowing for students to have more interaction with their teachers. Our goals include creating a school where students can successfully progress through grade appropriate common core curriculum, learn about careers, prepare for the world of work, graduate and move on into high school or post secondary education. While the school experiences an 88% mobility factor we are concerned about each student's progress. To monitor their progress we rely on the NWEA Map test, CST tests, tests embedded within the curriculum, and individual teacher assessments.

SCIL is a school-wide Title I program. As a result, we receive additional funding and students at some sites received free breakfasts and lunches. The additional funding allows us to provide experiences outside the school that might not be available otherwise. This funding also allows us to support a safe learning environment through contracts with the probation department. A probation officer is available at all times.

We have additional support for our students and parents through the Cal-Safe grant and school-based mental health offerings. A student support advocate and homeless advocate are available to all families.

Student success is the focus of the staff at SCIL. With the wide array of educational services that we provide, students and their families are likely to find a program designed to meet their unique needs. Our teachers and staff are always dedicated to serving our students and their families.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 5	2
Grade 6	8
Grade 7	15
Grade 8	37
Grade 9	21
Grade 10	38
Grade 11	66
Grade 12	102
<b>Total Enrollment</b>	<b>289</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1
Asian	1.7
Hispanic or Latino	61.2
Native Hawaiian or Pacific Islander	0.3
White	30.1
Two or More Races	1.4
Socioeconomically Disadvantaged	90
English Learners	17

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential		3		
Without Full Credential		9		
Teaching Outside Subject Area of Competence (with full credential)		11		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.3	6.7
All Schools in District	85.0	15.1
High-Poverty Schools in District	84.0	16.1
Low-Poverty Schools in District	100.0	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 2015-16)**

Year and month in which data were collected: 8/14

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Hampton Brown Inside, 2008 Hampton Brown Edge, 2008 Scholastic READ 180 Next Generation 2011 Holt Literature & Language Arts 2006 Holt. Literature & LA, 2006 – Intro level Holt. Literature & LA – Level 1 Holt Literature & LA – Level 2	Yes	0
<b>Mathematics</b>	McDougal Littell Geometry Concepts & Skills 2004 Holt Algebra 1 (8) 2008 Holt Course 1: Numbers to Algebra (6) 2008 CompassLearning Odyssey, 2008 Holt Course 2: Pre-Algebra (7) 2008 Holt Algebra 2, 2008 McDougal Littell Algebra 1 Concepts and Skills Course 2 2001 Holt Course 1 : Numbers to Algebra - 2008 Holt Course 2 : Pre Algebra - 2008 Holt Algebra 1 - 2008	Yes	0
<b>Science</b>	Glencoe Focus on Science,2007 Glencoe Earth Science: Geology the Environment and the Universe 2007 Glencoe Biology 2007	Yes	0
<b>History-Social Science</b>	Glencoe Discovering Our Past (6-8) 2007 Glencoe World History Modern Times 2006 Glencoe American Vision Modern Times 2006 Glencoe US Government Democracy in Action 2010 Glencoe Economics-Today and Tomorrow 2008	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 8/2014				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	0	2	44
Mathematics	1	0	33

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	2	2	100.0	--	--	--	--
	5	4	3	75.0	--	--	--	--
	6	13	8	61.5	--	--	--	--
	7	32	31	96.9	90	0	0	0
	8	70	60	85.7	78	8	0	0
	11	80	26	32.5	50	8	0	0
Male	4	2	2	100.0	--	--	--	--
	5	4	3	75.0	--	--	--	--
	6	13	5	38.5	--	--	--	--
	7	32	28	87.5	96	0	0	0
	8	70	43	61.4	77	9	0	0
	11	80	20	25.0	60	10	0	0
Female	6	13	3	23.1	--	--	--	--
	7	32	3	9.4	--	--	--	--
	8	70	17	24.3	82	6	0	0
	11	80	6	7.5	--	--	--	--
Black or African American	7	32	5	15.6	--	--	--	--
	8	70	2	2.9	--	--	--	--
	11	80	0	0.0	--	--	--	--
American Indian or Alaska Native	6	13	0	0.0	--	--	--	--
	8	70	0	0.0	--	--	--	--
	11	80	0	0.0	--	--	--	--
Asian	7	32	1	3.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	70	1	1.4	--	--	--	--
<b>Filipino</b>	11	80	0	0.0	--	--	--	--
<b>Hispanic or Latino</b>	5	4	2	50.0	--	--	--	--
	6	13	7	53.8	--	--	--	--
	7	32	20	62.5	85	0	0	0
	8	70	41	58.6	83	2	0	0
	11	80	18	22.5	39	11	0	0
<b>White</b>	4	2	2	100.0	--	--	--	--
	5	4	1	25.0	--	--	--	--
	6	13	1	7.7	--	--	--	--
	7	32	5	15.6	--	--	--	--
	8	70	15	21.4	67	20	0	0
	11	80	7	8.8	--	--	--	--
<b>Two or More Races</b>	7	32	0	0.0	--	--	--	--
	11	80	0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4	2	2	100.0	--	--	--	--
	5	4	3	75.0	--	--	--	--
	6	13	8	61.5	--	--	--	--
	7	32	29	90.6	90	0	0	0
	8	70	59	84.3	78	8	0	0
	11	80	22	27.5	55	5	0	0
<b>Students with Disabilities</b>	11	80	0	0.0	--	--	--	--
<b>Foster Youth</b>	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	2	2	100.0	--	--	--	--
	5	4	2	50.0	--	--	--	--
	6	13	8	61.5	--	--	--	--
	7	32	31	96.9	97	3	0	0
	8	70	61	87.1	75	11	0	0
	11	80	23	28.8	57	4	0	0
Male	4	2	2	100.0	--	--	--	--
	5	4	2	50.0	--	--	--	--
	6	13	5	38.5	--	--	--	--
	7	32	28	87.5	96	4	0	0
	8	70	44	62.9	75	14	0	0
	11	80	18	22.5	67	0	0	0
Female	6	13	3	23.1	--	--	--	--
	7	32	3	9.4	--	--	--	--
	8	70	17	24.3	76	6	0	0
	11	80	5	6.3	--	--	--	--
Black or African American	7	32	5	15.6	--	--	--	--
	8	70	2	2.9	--	--	--	--
	11	80	1	1.3	--	--	--	--
American Indian or Alaska Native	6	13	0	0.0	--	--	--	--
	8	70	0	0.0	--	--	--	--
	11	80	0	0.0	--	--	--	--
Asian	7	32	1	3.1	--	--	--	--
	8	70	1	1.4	--	--	--	--
Filipino	11	80	0	0.0	--	--	--	--
Hispanic or Latino	5	4	1	25.0	--	--	--	--
	6	13	7	53.8	--	--	--	--
	7	32	20	62.5	100	0	0	0
	8	70	43	61.4	72	12	0	0
	11	80	14	17.5	57	7	0	0
White	4	2	2	100.0	--	--	--	--
	5	4	1	25.0	--	--	--	--
	6	13	1	7.7	--	--	--	--
	7	32	5	15.6	--	--	--	--
	8	70	14	20.0	86	7	0	0
	11	80	7	8.8	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	7	32	0	0.0	--	--	--	--
	11	80	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	4	2	2	100.0	--	--	--	--
	5	4	2	50.0	--	--	--	--
	6	13	8	61.5	--	--	--	--
	7	32	29	90.6	97	3	0	0
	8	70	59	84.3	76	12	0	0
	11	80	19	23.8	63	5	0	0
Students with Disabilities	11	80	0	0.0	--	--	--	--
Foster Youth	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)			2			4			56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	4
All Students at the School	2
Male	3
Female	0
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	0
White	8
Two or More Races	--
English Learners	0
Students with Disabilities	2
Foster Youth	--

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 2014-15)

#### Career Technical Education Participation (School Year 2014-15)

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

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts			9	27	16	23	57	56	58
Mathematics			2	22	15	19	60	62	59

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 Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	77	15	8	81	15	5
All Students at the School	91	9		98	2	
Male	90	10		100		
Female	92	8		96	4	
Hispanic or Latino	92	8		96	4	
White	87	13		100		
Socioeconomically Disadvantaged	88	12		96	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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	28.00	28.00	

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)

A vital aspect of helping our students is parent involvement with their children to help accomplish their goals and objectives. When new students come into the school, we meet with the student and their parent to ascertain what type of assistance is needed. A team is then built between the parent, the student, and the school to assist and guide the child. Parents are invited to be part of the School Site Council. The School Site Council has teachers, parents, and other staff. This council sets goals and objectives for the school and how they will be met. We have an open door policy and we notify parents of attendance issues, student grade progress, and any concerns as needed. We know that students perform better knowing that their parent is actively participating in their education. We encourage all parents to be active participants in their child's life.

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate							13.10	11.40	11.50
Graduation Rate							78.87	80.44	80.95

## 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions			17.42	8.50	6.76	8.02	5.07	4.36	3.80
Expulsions			0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The vision at SCIL is to be a peaceful campus and place where diverse groups of people are able to work and learn together in cooperation and unity. The school will be a safe place where meaningful instruction and student learning flourishes. This school will be a source of pride for the students who attend, their parents who visit, and teachers and other staff who work here, and the surrounding community in which the school exists. The safety plan was reviewed and discussed with faculty by the regional health and safety plan coordinator on October 30, 2014.

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
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	40.0

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

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

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Note: 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	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								9	38			
Mathematics								5	27			
Science								8	21			
Social Science								7	39			

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 2014-15)**

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		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2014-15)**

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**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	39,623	43,106
Mid-Range Teacher Salary	74,325	64,180
Highest Teacher Salary	96,023	99,324
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 (AP) Courses (School Year 2014-15)**

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.

**Professional Development (Most Recent Three Years)**

Professional development opportunities are coordinated and conducted by the curriculum and assessment consultant twice monthly on early release days focused on instruction to improve student achievement. Principals and other division leadership staff also offer the faculty opportunities to attend conferences on subject related areas. It is a division goal for all staff members to feel confident about the curriculum they are teaching as well as to provide opportunities for the staff to learn ways to more effectively serve our alternative education population academically, emotionally, and physically.