Cajon Valley Home School
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/fg/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 Contact Information	
School Name	Cajon Valley Home School
Street	1384 East Broadway
City, State, Zip	El Cajon, CA 92021
Phone Number	619-588-3630
Principal	Kirk Hoeben
E-mail Address	hoebenk@cajonvalley.net
Web Site	
CDS Code	37-67991-6118319

District Contact Information	
District Name	Cajon Valley Union School District
Phone Number	619-588-3000
Superintendent	David Miyashiro
E-mail Address	miyashirod@cajonvalley.net
Web Site	www.cajonvalley.net

School Description and Mission Statement (Most Recent Year)

Cajon Valley Home School staff will challenge each student to reach his/her full potential and to acquire the knowledge, skills, and attitudes necessary for life-long success in a globally connected world. All students will learn to value individual differences in a child-centered environment, which is safe, orderly, and positive.

The Cajon Valley Home School staff enthusiastically accepts the responsibility of educating our children to become productive, responsible citizens who develop moral values and contribute to our society. We believe that all children can maintain their creativity as individuals, while working to reach their full academic and social potential. We will strive to build a structured educational team comprised of district administrators, teachers, parents, and students. A collective team where communication is ongoing and frequent, because experience and
research shows this is a critical element for students to reach their full potential.

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

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	4
Grade 3	5
Grade 4	2
Grade 5	3
Grade 6	6
Grade 7	1
Grade 8	5
Total Enrollment	29

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	3.4
White	72.4
Two or More Races	0.0
Socioeconomically Disadvantaged	72.4
English Learners	6.9
Students with Disabilities	10.3

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	3	3	3	726
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	4

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	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	98.42	1.58
High-Poverty Schools in District	98.33	1.67
Low-Poverty Schools in District	98.69	1.31

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 2014-15)

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Core Curriculum: *Houghton Mifflin, HSP California Excursions, Transitional Kindergarten, Adopted 2012 *Houghton Mifflin, Reading: A Legacy of Literacy (English and Spanish), Grades K-5, Adopted 2003 Alternative Core Curriculum: *National Geographic/Hampton Brown, INSIDE Language, Literacy, & Content, Grades 4-5, Adopted 2010 *Sopris West, Language!, Grades 4-5, Adopted 2005 *SRA, REACH, Grades 4-5, Adopted 2005 *Scholastic, READ 180, Grades 4-5, Adopted 2005 *Scholastic, READ 180 (updated version), Grades 4-5, Adopted 2010 ELD/Newcomer Curriculum: *Hampton Brown, Avenues Pre-K (ELD), Transitional Kindergarten, Adopted 2012 *Hampton Brown, Avenues (ELD), Grade K-5, Adopted 2005 *Houghton Mifflin, English Language Development Program, Medallion Edition, Grades K-5, Adopted 2010 *National Geographic/Hampton Brown, INSIDE: Language, Literacy & Content, Grades 4-5, Adopted 2010 Core Curriculum: *Holt, Literature and Language Arts, Grades 6-8, Adopted 2003 Alternative Core Curriculum: *National Geographic/Hampton Brown, INSIDE Language, Literacy & Content, Grades 6-8, Adopted 2010 *Sopris West, Language!, Grades 6-8, Adopted 2005 *SRA, REACH, Grades 6-8, Adopted 2005 *Scholastic, READ 180, Grades 6-8, Adopted 2005 *Scholastic, READ 180 (updated version), Grades 6-8, Adopted 2010 ELD Curriculum: *Hampton Brown, Avenues (ELD), Grade 6, Adopted 2005 *National Geographic/Hampton Brown, INSIDE: Language, Literacy & Content, Grades 6-8, Adopted 2010	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	*ETA Cuisinaire, Hands-On Standards Mathematics, Transitional Kindergarten, Adopted 2012 *Scott Foresman, enVision Math, Grades K-5, Adopted 2008 Pearson Common core 2015 enVision Grades K-5 Intervention materials adopted from the State approved textbook list include: Holt, Rinehart, and Winston, Fast Forward Math, Adopted 2008-09 *Houghton Mifflin Harcourt, California GoMath 6-8, Adopted 2014 Grades 6-8 Intervention materials adopted from the State approved textbook list include: *Holt, Rinehart, and Winston, Fast Forward Math, Adopted 2008-09	Yes	0
Science	*ETA Cuisinaire, Hands-On Standards Science, Transitional Kindergarten, Adopted 2012 *Macmillan McGraw-Hill, California Science, Grades K-5, Adopted 2007 *Holt, Rinehart, Winston, California Science, Grades 6-8, Adopted 2007	Yes	0
History-Social Science	*Houghton Mifflin, HSP California Excursions, Transitional Kindergarten, Adopted 2012 *Scott Foresman, History-Social Science for California, Grades K-5, Adopted 2006 *Teacher's Curriculum Institute, History Alive, Grades 6-8, Adopted 2006	Yes	0
Foreign Language	*Prentice Hall Realidades, Adopted 2004	Yes	0
Health	*Wright Group, Primarily Health, Grades K-2, Adopted 1998 *Too Good for Drugs, Grades K-5, Adopted 2003 *Harcourt Brace, Healthy You, Grades 4-5, Adopted 2000 *Glencoe, Teen Health, Grades 6- 8, Adopted 1998 *Best Foundation, Project ALERT, Grades 6-8, Adopted 2003	Yes	0
Visual and Performing Arts	*MacMillan Publishing Company, Music and You, Adopted 1990	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on September 11, 2014 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has 6 portable classrooms and a restroom building. These buildings were installed in 1996.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The school is cleaned every third night by a three-person cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. The day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. The deferred maintenance program budget includes a contribution from the District's general fund.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Defective bulbs will be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Low flow fountain will be repaired.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

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)		57	64	64	64	65	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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	65
All Student at the School	64
Male	
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	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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	32	54	44	53	58	55	54	56	55
Mathematics	29	33	27	56	60	59	49	50	50
History-Social Science				58	56	57	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	2010-11	2011-12	2012-13
Statewide	1	2	1
Similar Schools			

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	**2011-12**	**2012-13**
All Students at the School	-41	20	-68
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/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.

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 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**
5			
7			

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)

Parent Participation

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:
Superintendent's Citizen's Advisory Council (SCAC) – Parent representatives from each school meet monthly with the Superintendent to receive information and give input about activities at the schools.

District English Learner Advisory Committee (DELAC) - This committee meets monthly and provides opportunities for representative from each school with an English Learner Advisory Committee to learn about District and State programs for English Learners.

Learning Environment Task Force (LETF) – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parents and staff meet quarterly.

LCAP Committee - Meaningful engagement of stakeholders including parents, students, school and district staff and those representing low-income students, English learners, and foster youth is a state priority and key component of the Local Control Accountability Plan (LCAP) development process. The LCAP Committee provides a forum for stakeholders to provide input into LCAP which guides decision making on actions and services for students in Cajon Valley over a three-year period.

School Site Committees:
School Site Council (SSC) – Each School has a School Site Council that meets at least three times a year and is comprised of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

School Events:
Each year parents are invited to Parent Orientation, Parent as Teacher meetings, field trips and theme days. In addition, our site involves parents through classroom volunteers, School Site Council, and parents as tutors.

Parent Education:
The District promotes parent education through collaboration with Adult Education, site-based parent education sessions, Title I and Bilingual Program offerings, and the San Diego County Office of Education sponsored conferences.

In addition, the District sponsors English as a Second Language (ESL) Family Education Program which provides free English language instruction to parents and members of the community who do not speak fluent English.

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	0.0	0.0	0.0	3.4	3.1	3.1	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Cajon Valley Home School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2013-2014 school year, it was approved by the School Site Council on 10/08/2013 and discussed and reviewed by the staff on 10/28/2013.

The site Safe School Plan also includes routine and emergency disaster information, including the site Emergency Operations Plan (EOP) that aligns site emergency operations procedures with the District Emergency Operations Plan. The site EOP is updated annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	93.3

Note: Cells with "---" 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	2011-12				2012-13				2013-14			
	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+
K	12	1	0	0	3	1			2	1		
1					3	2			1	1		
2					1	1			2	2		
3					2	2			3	2		
4					3	1			2	1		
5					8	1			3	1		
6									3	2		
Other												

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	2011-12				2012-13				2013-14			
	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												
Mathematics												
Science												
Social Science												

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,899	$2,542	$5,357	$77,329
District	---	---	$5,362	$72,884
Percent Difference: School Site and District	---	---	-0.1	6.0
State	---	---	$4,690	$70,788
Percent Difference: School Site and State	---	---	-3.3	10.2

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

The Home School Program receives funding each year based on the number of students participating in the program. This allocation is used to enhance the instructional program and provide teacher Professional Development. Priorities are established by the staff and School Site Council. The School Site Council and Governing Board approve expenditures of these funds each school year.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,372	$41,507
Mid-Range Teacher Salary	$65,675	$67,890
Highest Teacher Salary	$90,028	$86,174
Average Principal Salary (Elementary)	$103,712	$109,131
Average Principal Salary (Middle)	$103,712	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$215,465	$185,462
Percent of Budget for Teacher Salaries	42	42
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

Each year, teachers and support staff participate in Professional Development, as indicated in the Comprehensive School Plan for Student Achievement and the District Strategic Plan. Priorities are established for teacher and staff training using data from teacher surveys, observations of instruction, and student achievement. Sessions help teachers to implement the adopted standards-based textbooks. Teachers requiring additional certifications are enrolled in appropriate programs.

- Staff members participate in workshops offered within the District or sponsored by the San Diego County Office of Education. Others attend classes provided at local universities or through on-line resources.
- An online calendar is distributed that includes all the Cajon Valley Union School District and San Diego County Office of Education offerings for the year. Teachers who attend workshops during the year share curricular information and teaching techniques with other teachers.
- Professional Development is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.
- Professional Development opportunities are offered during the summer as well during the school year. Full day release and after-school workshops and trainings are available.

Although "buy-back funding", monies specifically designed to pay teachers for attending Professional Development, was suspended in 2008-2009, categorical funds have continued to be allocated for Professional Development. In the 2013-2014 school year all elementary teachers and middle school teachers were released for one-half day 3 times over the course of the year to collaboratively analyze student work, review instructional strategies and plan using site-created instructional maps with Common Core State Standards. Additional workshops on the topics listed below were offered prior to and during the school year:

Teachers participated in the following Professional Development opportunities during the 2013-2014 school year:
- Bullying Prevention and Intervention
- Algebra Readiness Workshop
- Algebra 1 Workshop
- iPod Training
- Google Training
- Attention2Attendance
- OARS INSPECT Training
- SB 472 Math/Scott Foresman enVision
- First-in-Math Teacher Training
- SB 472 INSIDE Training through SDCOE
- INSIDE, READ 180, or Language trainings
- CAPA Standards and Testing for Special Education Teachers
- BTAP Program for Bilingual Teachers
- Houghton Mifflin ELD Workshop
- GLAD Workshop
- Positive Behavior Program workshop for mild/moderate students
- TEACCH for Special Education Teachers
- Pro-Act
- Common Core Standards for ELA workshops
- Common Core Standards for math workshops
- Applied Behavioral Analysis Workshop for Special Education Teachers
- California Common Core Content Standards for Writing, Reading, Speaking, Listening, Language Workshops
- TIDES Project-Based Learning Workshop
- Mild/Moderate Transitional Training for Special Education Teachers
- Digital Academy (Common Core ELA/Math and Technology Education)
- Common Core/Physical Education
- Core Technologies in the 21st Century
- Positive Behavior Support Modules 1-3 (overview, challenging students, blended learning)
- Culturally Responsive Environments