

McFarland Independent School

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)

School Contact Information	
School Name	McFarland Independent School
Street	599 Fifth St.
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3178
Principal	Lori Schultz
E-mail Address	loschultz@ mcfarland.k12.ca.us
Web Site	http://mcfarlandusd.com/MIS/
Grades Served	9-12
CDS Code	15-73908-1530229

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	VHopper@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (Most Recent Year)

MIS is part of the McFarland Unified School District (MUSD), a K-12 district that serves an enrollment of over 3,000 students. McFarland Independent School (MIS) is an independent study school where students meet with a certificated teacher weekly. Attendance is based on completed assigned work. Earned credits are determined by students passing unit assessments given by the teacher.

MIS is located in the small, rural and predominantly agricultural community of McFarland. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation as well as few resources and services, the community faces many challenges.

There are a variety of reasons for choosing MIS which may include: personal hardships, pregnancy/parenting, extended family vacations, special needs for work scheduling, minors on probation, and a positive alternative to the larger high school setting. The goal of each McFarland Independent School student is to earn enough credits to transfer, back on track for graduation, to a continuation or traditional high school or to acquire a high school diploma.

The student population is generally considered "transitional", usually short term and limited to one or two semesters. This enables the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one-on-one assistance. However it should be noted that a considerable number of students have graduated from this school.

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

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	5
Grade 12	5
Total Enrollment	12

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	83.3
White	16.7
Socioeconomically Disadvantaged	75
English Learners	50
Students with Disabilities	8.3

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	1	.5	171
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 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	100.0	0.0
All Schools in District	97.1	2.9
High-Poverty Schools in District	97.1	2.9
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: September 2015

McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district's comprehensive high school. McFarland Independent School meets Williams Act compliance.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Literature for California 2010, English 9 Credit Recovery Pearson Literature for California 2010, English 10 Credit Recovery Pearson Literature for California 2010, English 11 Credit Recovery Pearson Literature for California 2010, English 12 Credit Recovery Reader's Notebook The Brit. Tradition Adapted Version EL Version -English 12 Reader's Notebook The Am. Experience Adapted Version EL Version -English 11 Reader's Notebook Grade Ten Adapted Version EL Version -English 10 Reader's Notebook Grade Nine Adapted Version EL Version -English 9 A+ Online Learning Edgenuity Online Learning	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1, Alg. 1A & Alg. 1B: Prentice Hall, California Algebra I Algebra/Adult MIS: McDougal Littell 2001, Mathematics-Concepts & Skills Math Foundation Exit Exam CAHSEE: Prentice Hall, CDE Mathematics Study Guide California HS Exit Examination, Mathematics CAHSEE Power, Buckle Down on Intervention Kit, supplementary Books Used a MIS Glencoe-McGraw Hill 2008, Pre-Algebra: California Algebra Readiness Intervention, Concepts, Skills, and Problem Solving Geometry: Prentice Hall, Geometry A+ Online Learning Edgenuity Online Learning	Yes	0
Science	Earth Science: Glencoe-McGraw Hill - 2007, Earth Science, Geology, the Environment, and the Universe Earth Science and Space Science Reading Level-4 Softcover Textbook, Test pack and Teacher's Guide AGS, Earth Science Reading Level:3-4 Hardcover Textbook, Student Workbook, annotated T.E. Physical Science: AGS & Workbooks Biology: Prentice Hall 2005, Biology Life Science: Prentice Hall 2005, AGS Biology Reading level: 3-4 Hardcover Textbook, Student Workbook, Annotated T.E. A+ Online Learning Edgenuity Online Learning	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History: McDougal Littell 2006, Modern World History, Credit Recovery World History Vol. I - The Ice Age to the Renaissance, World History Vol. II - the Age of Exploration to the Nuclear age US History: Glencoe 2006 - American Vision Modern Times, Globe - One Nation Many People -Vol. II Government: Glencoe Government, American Government Softcover Textbook Teacher's Guide You and the law softcover Textbook Learning about Government softcover Textbook Economics: Glencoe-2005 , Economics Principles & Practices, Economics Concepts & Applications Softcover Text It's Your Business & Workbook Softcover Text Student Workbook A+ Online Learning Edgenuity Online Learning	Yes	0
Health	Health: Glencoe McGraw Hill 2003, Health A Guide to Wellness, Steck-Vaughn Decisions For Health Bk. 1 & Bk 2 A+ Online Learning Edgenuity Online Learning	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McFarland Independent School is located in the McFarland Learning Center. This facility is also home to San Joaquin High School (continuation school) and to the McFarland Adult Education Program. The site is open from 7:00 a.m. to 6:00 p.m., Monday through Thursday and 7:00 a.m. to 4:00 p.m. on Friday, providing standards-based instruction for those wanting to earn a high school diploma, tutorial services, English language tutoring to English learners (Community-Based English Tutoring – CBET), computer literacy classes, and GED/CAHSEE Prep classes.

The primary building at the McFarland Learning Center was built in 1984. Three other permanent portable buildings complete the complex. The newest addition is a two-room lecture center/lab site. The facility is modern, safe, clean, efficient, as well as an educational facility. There are nine classrooms, two of which are computer labs. There is very little vandalism or graffiti.

When there are any grounds issues related to the site, MUSD District maintenance personnel respond quickly and remedy the problem within the day of the call.

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 2015				
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		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
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)

Year and month in which data were collected: September 2015				
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	--	24	44
Mathematics	--	16	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	11	2	0	0.0	--	--	--	--
Male	11		0	0.0	--	--	--	--
Female	11		0	0.0	--	--	--	--
Hispanic or Latino	11		0	0.0	--	--	--	--
White	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	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	11	2	0	0.0	--	--	--	--
Male	11		0	0.0	--	--	--	--
Female	11		0	0.0	--	--	--	--
Hispanic or Latino	11		0	0.0	--	--	--	--
White	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	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)	--		--	27		29	59		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	29
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
English Learners	--
Students with Disabilities	--
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	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	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 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	*	*	*	30	32	30	57	56	58
Mathematics	*	*	*	45	47	40	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	70	16	14	60	28	12
All Students at the School	0			0		

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
9	*	*	*

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)

McFarland Independent School strives to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. Opportunities for parent involvement and input include:

- LCAP/LCFF budget development meetings (site and district) Parent Meetings
- Pre-enrollment orientation meeting with teacher, counselor & administrator
- School Site Council
- ELAC Parent Meetings
- DELAC Parent Meetings
- Back-To-School Night
- Open House
- Parent/Teacher Conference Night
- Parent Conferences as requested by parent/teacher/administrator
- Parent portal on Infinite Campus
- Field Trip Supervision

In addition, parents are encouraged to be a part of the team monitoring student achievement. Through the parent portal of the McFarland Unified School District's student information system, a parent can monitor his/her student's academic achievement, attendance, and behavior, as documented daily at the school.

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	17.10	8.90	14.70	17.10	8.90	14.70	13.10	11.40	11.50
Graduation Rate	77.63	83.25	79.90	77.63	83.25	79.90	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	90.91	97.84	84.6
Black or African American		200	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	80.0	97.25	81.28
Native Hawaiian/Pacific Islander			83.58
White		100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	33.33	77.78	61.28
English Learners		85.29	50.76
Students with Disabilities	55.56	94.7	81.36
Foster Youth	--	--	--

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	0.00	0.00	0.00	8.34	7.57	4.64	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.03	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

In order to ensure the safety students, teachers, office staff, and administration, the McFarland Learning Center staff review and update the site School Safety Plan at a minimum of two times per calendar year using the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) as a guide. Site personnel has attended Safe Schools trainings at the Kern County Superintendent of Schools office. The site facility has updated phone trees with emergency contacts, and conducts safety drills, i.e. earthquake, fire, and lock-down drills several times per year. Emergency exit maps are clearly posted as are flip charts to use as reference to site protocol in the event of an unsafe situation. Each class has a designated staging area in the event of an emergency that calls for evacuation.

The areas covered in the Safe School Program include district and site communication systems, school site personnel duties and responsibilities, composition and role of the crisis intervention team, site communication procedures, pupil release and evacuation procedures, parent notification and responsibilities, specific emergency/disaster procedures. Local emergency agencies including Sheriff, Fire Department, Ambulance, and Police have access to school/campus map, emergency exits and fire alarm system. McFarland Independent School revised the fire drill, school safety plan and evacuation procedures using a district wide school plan. Adopting district wide protocols allows substitute teachers to easily follow safety regulations at any of the five schools. The school randomly conducts emergency fire and earthquake drills. The MUSD participated in a state wide Earthquake Disaster Drill.

McFarland Independent School's staff, administration, and students feel our campus is safe, orderly, friendly and as a result, the overall environment enhances learning. The administration, counselor, teachers, and the staff make contact with parents regarding discipline, attendance, and student-related concerns. A security resource officer from the McFarland Police Department, who is shared with the McFarland High School, assists administrators and staff in monitoring the campus to assure safety, investigating incidents as necessary, and maintaining security of the school site.

McFarland Independent School typically does not experience issues with expulsions, suspensions, and truancy. Minors with these issues are either referred to the MUSD Alternate Placement Committee for determination of an appropriate alternative educational setting or they are enrolled in another district program that meets their needs.

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	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	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	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

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												
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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	.5	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	12363.93	0	12363.93	53401.24
District	N/A	N/A	6773025.63	\$61,782
Percent Difference: School Site and District	N/A	N/A	-99.8	-10.5
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	163.6	-15.3

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,035	\$40,379
Mid-Range Teacher Salary	\$61,860	\$62,323
Highest Teacher Salary	\$78,755	\$81,127
Average Principal Salary (Elementary)	\$110,308	\$99,192
Average Principal Salary (Middle)	\$90,693	\$91,287
Average Principal Salary (High)	\$105,052	\$112,088
Superintendent Salary	\$128,750	\$159,821
Percent of Budget for Teacher Salaries	36%	36%
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/>.

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)

We have Early Out Days were we meet as a staff to discuss WASC Goals, Student Concerns & Student Credits to ensure we are providing students support and meeting their academic needs. Our Professional Learning Community focuses on intervention strategies and differentiated instruction for all our students.