

# Launch

## 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/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Lisa Sanford, Principal

Principal, Launch

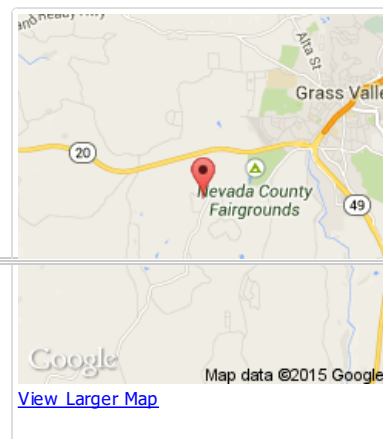
## About Our School

Launch County Community School, located on the Earle Jamieson School Site, is an alternative educational school for 7-12 grade students who have been expelled from a local middle or high school, placed through the School Attendance Review Board process, and/or placed by the probation department. All students receive classroom and individualized instruction to assist them in improving their academic and behavioral skills, as well as establishing consistent patterns of attendance.

## Contact

12338 McCourtney Rd.  
Grass Valley, CA 95949

Phone: 530-272-5464  
E-mail: [lsanford@nevco.k12.ca.us](mailto:lsanford@nevco.k12.ca.us)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Launch
<b>Street</b>	12338 McCourtney Rd.
<b>City, State, Zip</b>	Grass Valley, Ca, 95949
<b>Phone Number</b>	530-272-5464
<b>Principal</b>	Lisa Sanford, Principal
<b>E-mail Address</b>	<a href="mailto:lsanford@nevco.k12.ca.us">lsanford@nevco.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	29102980116681

District	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Web Site</b>	<a href="http://www.nevco.k12.ca.us">http://www.nevco.k12.ca.us</a>
<b>Superintendent First Name</b>	Holly
<b>Superintendent Last Name</b>	Hermansen
<b>E-mail Address</b>	<a href="mailto:holly@nevco.k12.ca.us">holly@nevco.k12.ca.us</a>

*Last updated: 1/29/2015*

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

Earle Jamieson Educational Options is actually made up of 2 schools, Launch and Edge Academy. Launch is a 7-12 grade County Community School.

Edge Academy is an independent study 7-12 grade program.

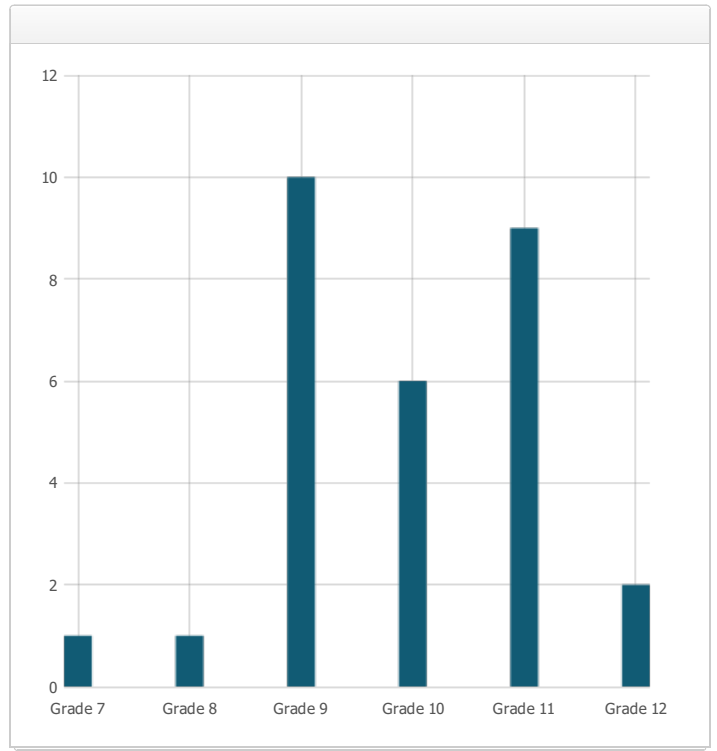
The mission of Earle Jamieson Educational Options is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:

- \* Take responsibility for their person and educational development
- \* Acquire tolerance for and the ability to work well with others
- \* Understand that their actions will have resulting consequences
- \* Develop a positive sense of self-awareness and confidence
- \* Experience success in their future educational and/or vocational settings

*Last updated: 1/29/2015*

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

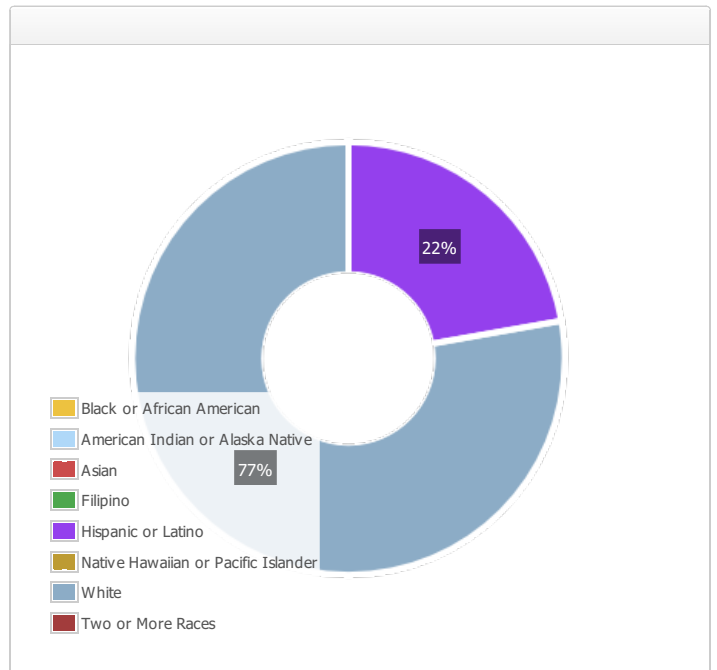
Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	10
Grade 10	6
Grade 11	9
Grade 12	2
<b>Total Enrollment</b>	<b>29</b>



Last updated: 1/29/2015

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

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.0
White	77.8
Two or More Races	0.0
Socioeconomically Disadvantaged	77.8
English Learners	0.0
Students with Disabilities	22.2



Last updated: 1/29/2015

## A. Conditions of Learning

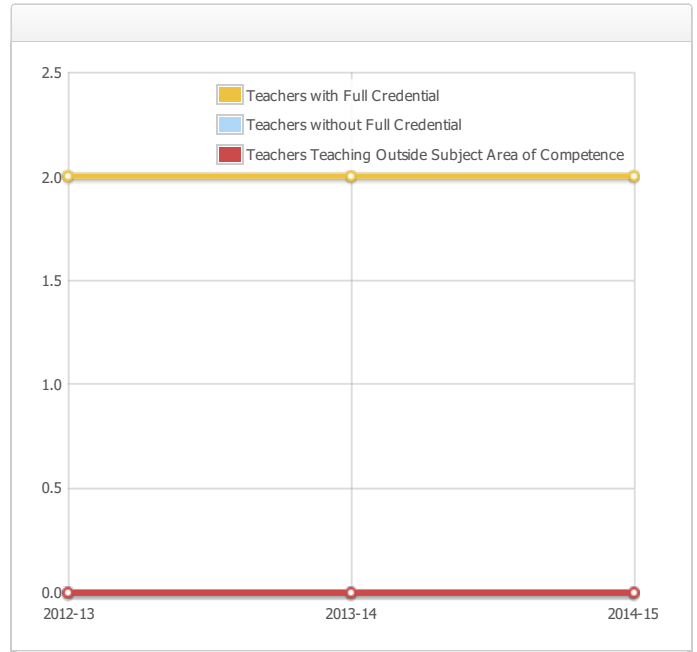
### State Priority: Basic

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

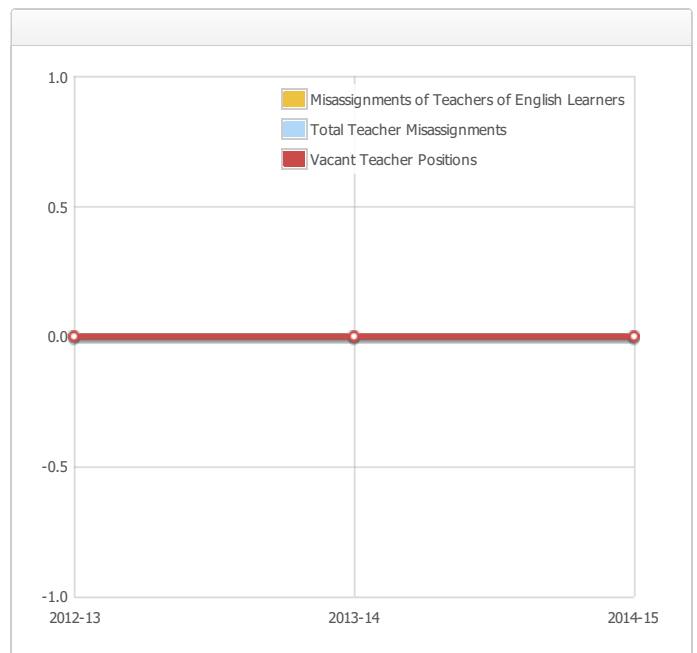
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2	2	2	5
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2015

#### 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: 1/29/2015

## 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	2	0
All Schools in District	5	0
High-Poverty Schools in District	5	0
Low-Poverty Schools in District	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 - Most Recent Year

Year and month in which data were collected: March 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7th – Literature & Language Arts-1st Course, Holt Rinehart, Winston, 2003 8th – Literature & Language Arts-2nd Course, Holt Rinehart, Winston, 2010 9th– Literature & Language Arts-3rd Course, Holt Rinehart, Winston, 2005 10th– Literature & Language Arts-4th Course, Holt Rinehart, Winston, 2005 11th– Literature & Language Arts-5th Course, Holt Rinehart, Winston, 2005 12th –Groundwork for a Better Vocabulary- Townsend Press, 2011	Yes	0.0
Mathematics	Pre-Algebra – Holt, Rinehart, Winston, 2008 Algebra 1 – McDougall Littell, 2008 Algebra 1 – Key to Algebra, Key Curriculum Press, 1992 Geometry – McDougall Littell, 2007 Geometry – Key to Geometry, Key Curriculum Press, 1979 Business Math – Mathematics for Business Applications - Glencoe, 2007 Consumer Math – AGS, 1997	Yes	0.0
Science	7th- Life Science – Holt, 2001 8th – Physical Science – Holt, 2001 Life Science – Science Workshop Series- Biology, Globe Fearon, 2000 Physical Science – Science Workshop Series-Physical Sciences, Globe Fearon, 2000	Yes	0.0
History-Social Science	7th –World History – AGS, 1991 8th – US History – Glencoe, 1994 World History – Modern World History – McDougall-Littell, 1999 US History – The Americans – McDougall-Littell, 2003 US History - A People's History of the US – Harper Perennial, 2003 Government – American Government-Pearson/Prentice Hall, 2006 Economics – Holt, 1999 & Economics - Economics for Everybody – AMSCO, 2006	Yes	0.0
Foreign Language	N/A		0.0
Health	Life Skills Health-AGS, 1999	Yes	0.0

Visual and Performing Arts	N/A	0.0
Science Lab Eqpmt(9-12)	N/A	0.0

*Last updated: 1/29/2015*

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

Students are safe on school grounds before, during, and after school. There are 3 classrooms, two bathrooms, an office building, and a basketball/play area. This is sufficient for the low population of students - usually under 20. The buildings are portable classrooms that have been located on this site since 2006. They are approximately 20 year old portables, but are painted and repaired on a regular basis. The maintenance staff of the site owned school district ensures that the school is kept in good repair and work orders are completed in a timely manner.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. Due to the small size of the facility, it is easy to review the upkeep on all the buildings on a regular basis. The site is thoroughly cleaned by our maintenance staff daily.

For more information on school facilities, contact the school principal.

*Last updated: 1/29/2015*

### 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	Repair of ramps to classrooms was in need for the past few years and was repaired in the 2014-2015 school year.  The exterior of some of the buildings is in need of some repair.
Interior: Interior Surfaces	Good	Some ceiling tiles need replacement in all buildings.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The septic system has had numerous back ups for the past 5 years. Major work was done during the 2014-2015 school year that has thus far alleviated the septic issue.
Safety: Fire Safety, Hazardous	Good	

Materials	
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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*Last updated: 1/29/2015*

## 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)				44	44	50	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: 1/29/2015*

#### 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	50
All Students at the School	
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: 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.



Last updated: 1/29/2015

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

Our numbers are too low for reporting.

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	N/A	N/A	15%	45%	45%	45%	54%	56%	55%
Mathematics	N/A	N/A	N/A	31%	32%	32%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	33%	35%	31%	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: 1/29/2015

## Academic Performance Index Ranks – Three-Year Comparison

Our numbers are too low for reporting.

API Rank	2011	2012	2013
Statewide			
Similar Schools			

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

Last updated: 1/29/2015

## 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	B	B	B
Black or African American	B	B	B
American Indian or Alaska Native	B	B	B
Asian	B	B	B
Filipino	B	B	B
Hispanic or Latino	B	B	B
Native Hawaiian or Pacific Islander	B	B	B
White	B	B	B
Two or More Races	B	B	B
Socioeconomically Disadvantaged	B	B	B
English Learners	B	B	B
Students with Disabilities	B	B	B

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: 1/29/2015

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

Students are provided with access to career and technical information through various career oriented websites and from outside speakers and agencies.

*Last updated: 2/3/2015*

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

Measure	CTE Program Participation
Number of pupils participating in CTE	29
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: 1/29/2015*

**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	16.7
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):

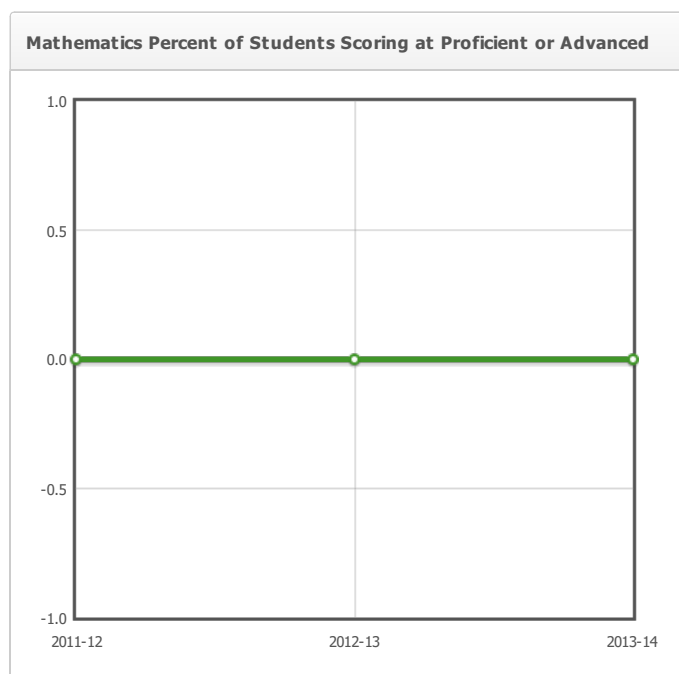
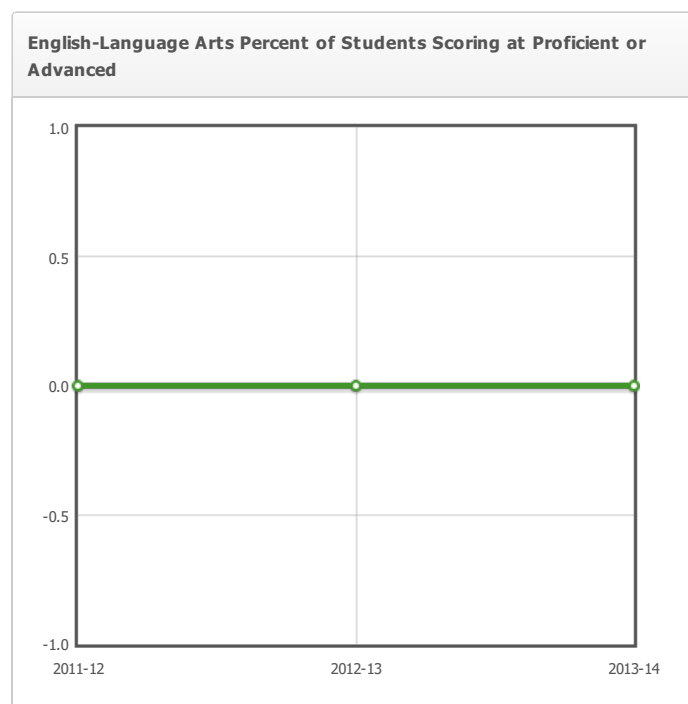
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

The number of students is too low to report.

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	N/A	N/A	N/A	32%	52%	21%	56%	57%	56%
Mathematics	N/A	N/A	N/A	35%	46%	19%	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: 1/29/2015

## 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	48%	31%	21%	49%	42%	9%
All Students at the School	0%	0%	N/A	0%	0%	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
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: 1/29/2015

## 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
7	2.0%	N/A	N/A
9	2.0%	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: 1/29/2015

## 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

Since most of the students/families attend Launch for a limited amount of time, there tends to be little parent involvement. Phone calls and letters are sent out on a regular basis to encourage parent participation in school decisions and planning. Parents are highly encouraged to become a part of the School Site Council to assist in planning for their students' achievement at Launch.

### State Priority: Pupil Engagement

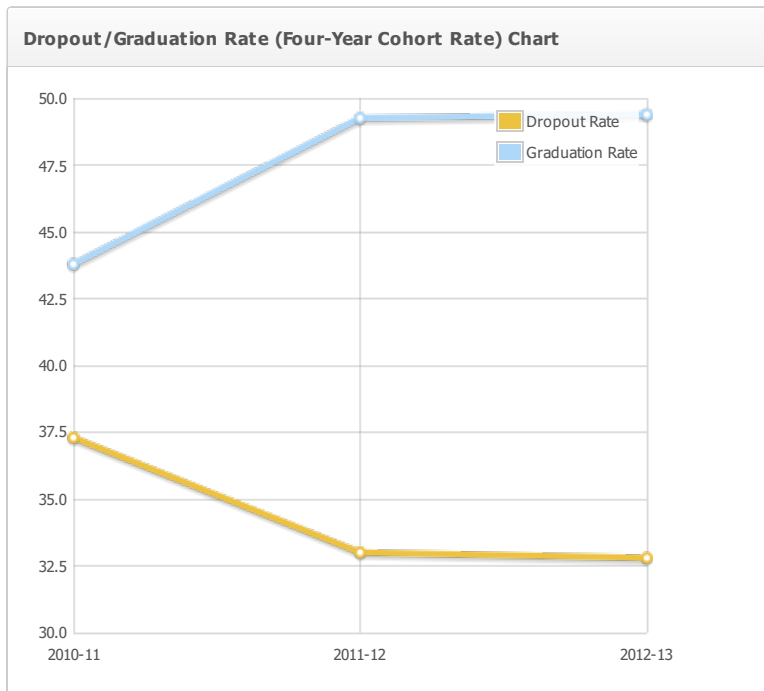
*Last updated: 1/29/2015*

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	37.3	33.0	32.8	37.3	33.0	32.8	14.7	13.1	11.4
Graduation Rate	43.79	49.26	49.39				77.14	78.87	80.44



*Last updated: 1/29/2015*

## Completion of High School Graduation Requirements

Because students are assigned to our school for one to two semesters, we do not have a rate of completion of graduation requirements. Most students return to a more traditional site, prior to graduation.

Group	Graduating Class of 2013		
	School	District	State
All Students			
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			

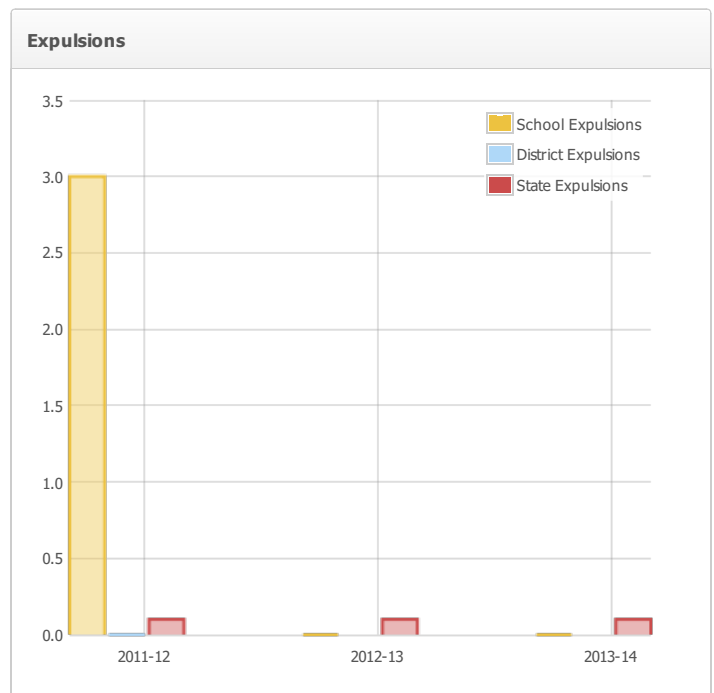
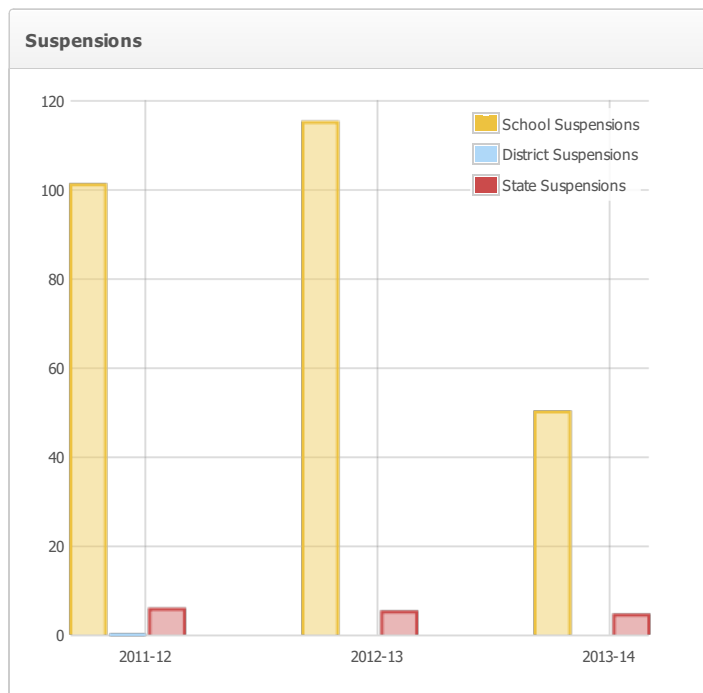
# State Priority: School Climate

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	101.00	115.00	50.00				5.70	5.10	4.40
Expulsions	3.00	0.00	0.00				0.10	0.10	0.10



Last updated: 1/29/2015

## School Safety Plan - Most Recent Year

The school safety plan is updated annually or as procedures change. The last update/review date for the safety plan was January 2015. The plan is all encompassing and includes all scenarios. It was put into place with the assistance of trained safety coordinators. All staff and school personnel have access to the plan and it is discussed several times a year during professional development days. Drills are scheduled to include students for both fire and "lock down" procedures at least quarterly.

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	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 1/29/2015*

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

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

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: 1/29/2015*



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

We have no classes grade K-6.

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

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

Last updated: 1/29/2015

## 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	1.0	4	0	0	3.0	3			2.0	3		
Mathematics	1.0	4	0	0	4.0	2			3.0	2		
Science	1.0	0	0	0	1.0	2			5.0	1		
Social Science	1.0	0	0	0	3.0	2			1.0	2		

\* 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: 1/29/2015

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	10.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.3	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: 1/29/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

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

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

*Last updated: 2/3/2015*

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

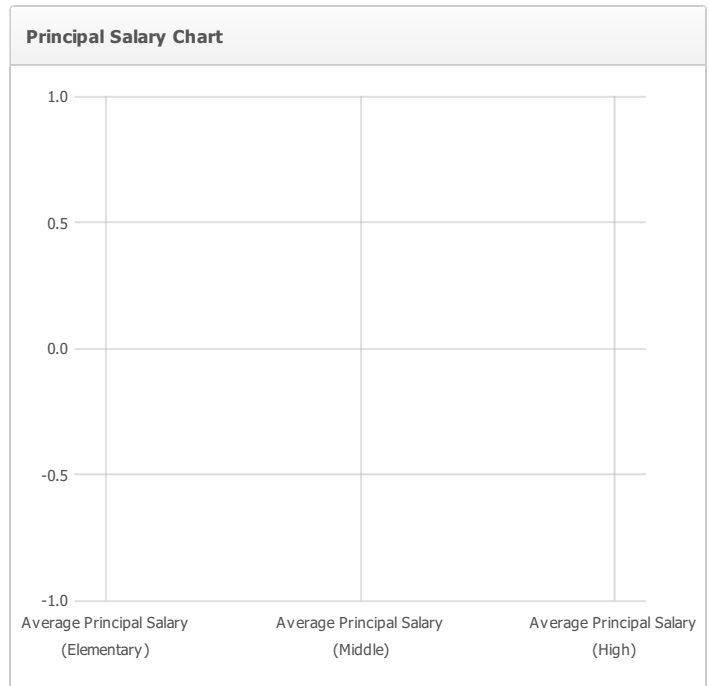
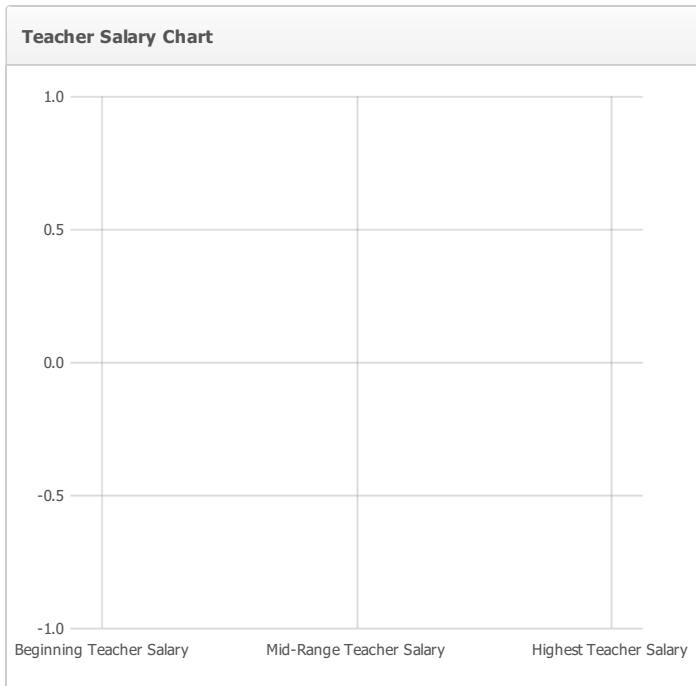
Supplemental educational services include outside agencies coming into the school and working with the students. Weekly, Probation officers, drug and alcohol counselors, and Health presenters meet with the students to help them to better cope with the difficulties the students may be dealing with in areas of substance abuse, anger management, emotional stress and other related topics.

*Last updated: 1/29/2015*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
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/>.



*Last updated: 1/29/2015*

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

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As a community school, we do not offer AP courses.

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: 1/29/2015*

## Professional Development – Most Recent Three Years

There are 5 designated professional development days scheduled each year, as well as weekly meetings each Friday for Professional Learning Community work. Also, staff attend a number of workshops and trainings off-site throughout the year.

The areas of focus are on:

1. Development of adequate and motivational curriculum for the variety of students in each class
2. Behavior improvement plans for each student and as a whole school
3. Safety in dealing with volatile school/student situations
4. Drug/Gang information sharing
5. Alternative Education strategies
6. Technology in the classroom
6. Technology in the classroom
6. Common Core standards understanding and implementation
7. Rapport building with students to assist in their academic achievement and behavior improvement

Professional development is delivered through experts in the field and through collaboration with staff, as well as the principal.

BTSA provides ongoing support for first and second year teachers in and out of the classroom.

There are many teacher-principal meetings throughout the year, due to the small size of the school. Also, Renaissance Star and Study Island data is examined to evaluate student performance and growth.

*Last updated: 1/30/2015*