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Pivot Charter School North Bay
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 and 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 and the county. 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 (School Year 2017-18)

School Contact Information	
School Name	Pivot Charter School North Bay
Street	2999 Clevland Ave Suite D
City, State, Zip	Santa Rosa, CA 95403
Phone Number	707.843.4676
Principal	Jayna Gaskell
E-mail Address	jgaskell@pivotcharter.org
Web Site	www.pivotnorthbay.com
CDS Code	49 70839 0120584

District Contact Information	
District Name	Pivot Online Charter - North Bay
Phone Number	(707)545-0171
Superintendent	Dr. Alan Vann Gardner
E-mail Address	avanngardner@ogusd.org
Web Site	http://www.ogusd.org

School Description and Mission Statement (School Year 2017-18)

The Mission of Pivot Charter Schools is to instruct students in grades TK-12 through a rigorous online educational platform supported by site based class offerings and individualized attention. The unique educational program coupled with flexible scheduling and a caring environment provides students the skills, confidence and motivation to lead a successful and productive life in the 21st century.

Pivot Charter School offers a unique and customized tuition- free public education for students in grades TK-12. Our program allows students to access their courses from the comfort of their own home or from our safe and welcoming resource centers five days a week; Pivot is truly a Blended Learning Program. The 6th through 12th grade students at Pivot Charter Schools come from a wide range of backgrounds. They come for advanced placement courses, flexibility in scheduling, one-on-one attention, small group learning, to make up credits and to graduate early as well as to take college courses. The diversity of our student body is one of the things that makes the Pivot experience unique. Our TK-5 program offers hands on projects as well as tutoring and arts. The TK-5 program utilizes the highly acclaimed, Compass Learning online curriculum with additional supplemental materials coupled with the support, guidance tutoring and site-based classes provided by a CA-credentialed teacher. In the Pivot elementary program, parents assume a key role in overseeing the education of their student. Using Pivot educational resources, and supported by CA-credentialed teachers, students in the elementary program will progress at a level that is commensurate with their abilities.

Pivot Charter Schools recognize that students working online and in independent study must have a significant level of independence or support at home in order to be successful. And not all students have that self-motivation, support or independence. Therefore, Pivot has developed onsite programs to support those students in meeting their educational goals using the online curriculum. Students in grades 6-12 can participate in electives such as learning lab, music, journalism, science lab, Spanish, and PE at most sites. Every campus offers weekly Fun Fridays and field trips.

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:
• Successful schools are student centered, not adult centered.
• When focus on changing students' lives, one can't go wrong.
• A teacher's role is to have frequent, supportive yet motivating communication with students.
• Students' academic performance is greater when they have the influence of a positive adult in their lives.
• Schools must show how much they care about students.
• Educators should have warrior spirit, a servant's heart, and a fun loving attitude in serving students.
• Education needs to provide more options, not less.
• The goal is that students learn; how we get there should be as unique as every student.
• Technology is our friend and should play a crucial role in educating students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	4
Grade 3	2
Grade 4	1
Grade 5	3
Grade 6	4
Grade 7	14
Grade 8	26
Grade 9	52
Grade 10	67
Grade 11	70
Grade 12	64
Total Enrollment	310

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.9
Asian	1.3
Filipino	0.3
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0
White	44.2
Two or More Races	8.4
Socioeconomically Disadvantaged	51.3
English Learners	7.4
Students with Disabilities	13.5
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	15	19	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 6/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0%
Mathematics	2014	Yes	0%
Science	2014	Yes	0%
History-Social Science	2014	Yes	0%
Foreign Language	2014	Yes	0%
Health	2014	Yes	0%
Visual and Performing Arts	2014	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pivot Charter School North Bay is an independent study charter school and not required to complete the FIT but the facility works with a management company that responds to any repair requests, they also oversee the regular outside grounds maintenance, cleaning services for the bathrooms and common hallway areas shared by all tenants, and quarterly air-duct filter cleaning for the entire building. The Pivot Office Assistant and the Site Administrator in North Bay have been overseeing repairs and maintenance specific to our tenancy such as changing light bulbs, small repairs, carpet maintenance, and regular biweekly cleaning. Pivot staff members also worked closely with licensed contractors during the recent remodeling of the main classroom, workshop rooms and kitchen area. The remodeling was completed in November 2014 and included new sprinkler and fire alarm systems, and drinking fountains. The building and improvements were thoroughly inspected and approved by the City of Santa Rosa. Upon doing our own facilities inspection we have the following information: the overall cleanliness of the site is good, there is no indication of pest or vermin infestation and the doors and windows are all working properly and secure. The staff and students participate in monthly fire drills and earthquake and shooter drills several times a year. Staff also maintain CPR and First Aid certification.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: N/A				
	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 of the most recent FIT report: N/A			
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

*   The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	31	62	61	48	48
Mathematics (grades 3-8 and 11)	4	5	52	45	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	160	128	80	31.25
Male	74	61	82.43	24.59
Female	86	67	77.91	37.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	73	59	80.82	25.42
White	66	52	78.79	34.62
Two or More Races	13	10	76.92	50
Socioeconomically Disadvantaged	88	71	80.68	25.35
English Learners	22	18	81.82	5.56
Students with Disabilities	20	15	75	6.67
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	160	128	80	4.69
Male	74	60	81.08	3.33
Female	86	68	79.07	5.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	73	59	80.82	0
White	66	52	78.79	11.54
Two or More Races	13	10	76.92	0
Socioeconomically Disadvantaged	88	71	80.68	2.82
English Learners	22	18	81.82	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46	27	75	62	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Pivot Charter School does not have CTE programs, but we continue to increase the number of CTE courses offered to our students (see below). Our school has a technology requirement (which is a Pivot Charter School requirement) We believe this technology requirement is crucial for preparing students for modern careers. We have nothing articulated with local colleges at this time but the list of CTE courses is significant.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	52
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	57.42
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	15.38

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.7		15.4
9	12.8	15.4	15.4

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

There are at least 2 open houses each year. A small parent teacher association has been created. There are 8-12 community events are held annually in which parents can participate. Teachers communicate with parents weekly. Parents are encouraged to attend many of the field trips and assist with community events such as barbecues and hikes. Parent satisfaction surveys are distributed each year, the results of which are reviewed and shared with the staff and Board. Parents may participate in Governing Board meetings that rotate from school location throughout the year. They may participate face to face when the meeting is held in their jurisdiction or via video conferencing no matter where the governing Board meeting occurs. Video conferencing is available at the resource centers during Board meetings and assisted by staff or parents can participate live from the comfort of their own homes by downloading the free video conference software. Parents are also invited to attend "Meet Your Governing Board Representative" meetings three to four times a year.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	65.1	52.4	57				11.5	10.7	9.7
Graduation Rate	13.95	17.46	11.63				80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	74.29	74.29	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	50	50	94.42
Filipino	0	0	93.76
Hispanic or Latino	33.33	33.33	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	75	75	63.9
English Learners	16.67	16.67	55.44
Students with Disabilities	60	60	85.45
Foster Youth	0	0	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	2.7	2.1	1.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Current school safety plan includes emergency procedures for fire, earthquake and lock down. Additional information also included regarding student mental health crisis situations. The safety plan details emergency exit plans, emergency gathering locations, building floor plans, emergency contact lists and emergency resource lists. Details of all available emergency equipment including First Aid Kits, Lock down Kit, and Field Trip First Aid Kit. Staff first aid training documentation and emergency drill logs are kept by site safety monitor. Staff is trained and certified bi-annually in CPR and First Aid Training.

The school safety plan is updated and reviewed with staff annually at the beginning of each school year in September. The last review occurred on 9/1/17. Our safety plan was updated this year with input from Hytropy Reverse Disaster. Additionally, Pivot has implemented a universal communication system that can be used as emergency communication with families called Parentsquare.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	4	1	0	0	3	1	0	0	3	1	0	0
1	3	1	0	0	4	1	0	0	4	1	0	0
2	2	1	0	0	3	1	0	0	6	1	0	0
3	2	1	0	0	3	1	0	0	6	1	0	0
4	6	1	0	0	5	1	0	0	8	1	0	0
5	4	1	0	0	4	1	0	0	8	1	0	0
6	6	1	0	0	10	1	0	0	11	1	0	0

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	2014-15				2015-16				2016-17			
	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	23	11	1	6	26	13	1	11	25	19	5	10
Mathematics	12	20	1	3	12	16	3	6	18	19	4	8
Science	17	9	1	3	17	10	1	5	18	15	1	5
Social Science	18	9	3	3	30	5	1	10	24	13	4	5

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$ 7,748.76	$ 986.81	$ 6,761.95	$ 47,475.00
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$6,574	$61,939
Percent Difference: School Site and State	N/A	N/A	-100.0	-100.0

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

Types of Services Funded (Fiscal Year 2016-17)

Pivot Charter School North Bay has decided to spend funds on a school-wide basis on programs and other support that will benefit all students as well as the needs of Low Income, Foster Youth and English Learner pupils. This decision was based on community input and research that shows how best to support these subgroups.

Many of these funds will be used to support teachers and help provide them with the tools they need to be successful. This includes: professional development, resources for common core, trainings on our specific curriculum systems and intervention techniques. Professional development topics will include support of homeless, foster, and low income students.

Funds will also be spent to improve the culture at the school and to promote student and parent engagement. Some of the examples of this include: A platform for parents to access information about Pivot Charter School events and reminders for upcoming important school information, various surveys on the school, and back to school information nights. To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request. To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request.

In addition, funds will be used to add additional curriculum and learning opportunities for students that go above and beyond the base curriculum. Pivot Charter School intends to expand its CTE curriculum as well as fun creative Electives courses for students.

Supplemental and concentration funds were allocated on a school-wide basis to support low income, foster youth and English learner populations. Funds will be used to increase and improve services though programs and support. These increased and improved services include both increases in time and funding dedicated to support high-needs students that go above and beyond the base curriculum.

- Summer school program
- Parent engagement events and activities to build a strong relationship with the community
- Professional development for implementing common core, providing differentiated support, and utilizing curricular options tailored for different student populations such as English Learners, homeless and foster youth, and low income students
- Teacher stipends for additional duties to support student populations, and funding to retain and recruit highly effective teachers
- Instructional material help to improve student achievement, especially for struggling readers
- Improved technology to better support implementation of appropriate grade level content standards

Some examples of specific plans to increase/improve services for unduplicated pupils are listed below:

- To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request.
- To ensure equal access to curriculum, Pivot Charter School will loan a computer to any socioeconomically disadvantaged student who requests it and meets the requirements of the laptop loan program.
- To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request.
- To improve the effectiveness of relationships between unduplicated pupils and school staff, professional development will be conducted to education staff members on issues surrounding low income students, homeless and foster youth, English Learners, and students with disabilities.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$42,598
Mid-Range Teacher Salary		$62,232
Highest Teacher Salary		$80,964
Average Principal Salary (Elementary)		$102,366
Average Principal Salary (Middle)		$104,982
Average Principal Salary (High)		
Superintendent Salary		$117,868
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	6%	7%

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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers receive five preparation and staff development days before the school year starts. The teachers all receive training in the use of the online curriculum and assessment systems by the curriculum training staff, special education, differentiated instruction and supporting EL learners. Teachers are trained in serving students in a learning lab or learning studio environments with students working primarily on computers. Teachers also have weekly staff meetings. Also Weekly Supportive Staff Training for new teachers and existing staff that need extra onsite training. Additionally, monthly all teacher training occurs including these topics: serving students with special needs, 504 accommodations, supporting students in virtual learning, using assessment data to inform instruction and developing educational programs, student goal setting, service learning, teaching writing strategies and comprehension, SBAC test taking strategies, student-led conferences, reflection on the year strategic planning, ELD, end of year close-out. Other opportunities include various workshops and attendance at conferences such as the annual International Council for Online Learning (iNACOL), Charter School Development Center Conference (CSDC), and California Charter Schools Association Conference (CCSA). Teachers are encouraged to find and attend professional development opportunities, recent examples include College Board Forum, reMake Education Makers Conference, SRJC College Counselor Conference.