

Peak to Peak Mountain Charter

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

Mr. Juan Ricoy, Principal

Principal, Peak to Peak Mountain Charter

About Our School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. School finances and school completion data are reported for the 2011-12 school year. These years Peak to Peak Mountain Charter was not in existence. Contact information, facilities, curriculum and instructional material, and select teacher data are reported for the 2013-2014 school year.

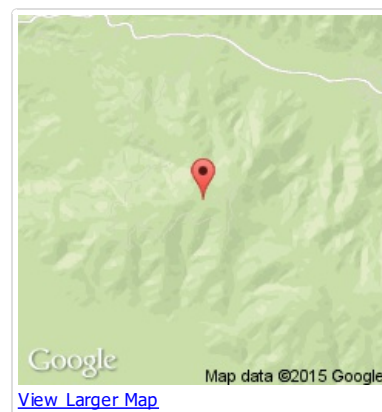
Peak to Peak Mountain Charter is a small K-8 charter school located in a rural mountain community. We strive for high academic achievement for all students. The school population consisted of approximately 85 students in four self-contained classrooms during the 2013-2014 school year.

Peak to Peak Mountain Charter opened for enrollment in the 2013-2014 school year. For additional information about the school, parents and community members should contact the school at (661) 242-3811 or visit the school website www.peaktopeakmountaincharter.org.

Contact

19009 Cerro Noroeste Rd
Pine Mountain Club, CA 93222

Phone: 661-242-3811
E-mail: office@peaktopeakmountaincharter.org



About This School

Contact Information - Most Recent Year

School	
School Name	Peak to Peak Mountain Charter
Street	19009 Cerro Noroeste Rd
City, State, Zip	Pine Mountain Club, Ca, 93222
Phone Number	661-242-3811
Principal	Mr. Juan Ricoy, Principal
E-mail Address	office@peaktopeakmountaincharter.org
Web Site	www.peaktopeakmountaincharter.org
County-District-School (CDS) Code	15636280128504

District	
District Name	Maricopa Unified
Phone Number	(661) 769-8231
Web Site	www.maricopaschools.org
Superintendent First Name	Scott
Superintendent Last Name	Meier
E-mail Address	smeier@maricopaschools.org

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

Our primary goal at Peak to Peak Mountain Charter is to provide an exemplary individualized, standards-based education for all children, with an emphasis on cooperative, hands-on, theme-based learning. We believe that all children are unique and gifted individuals.

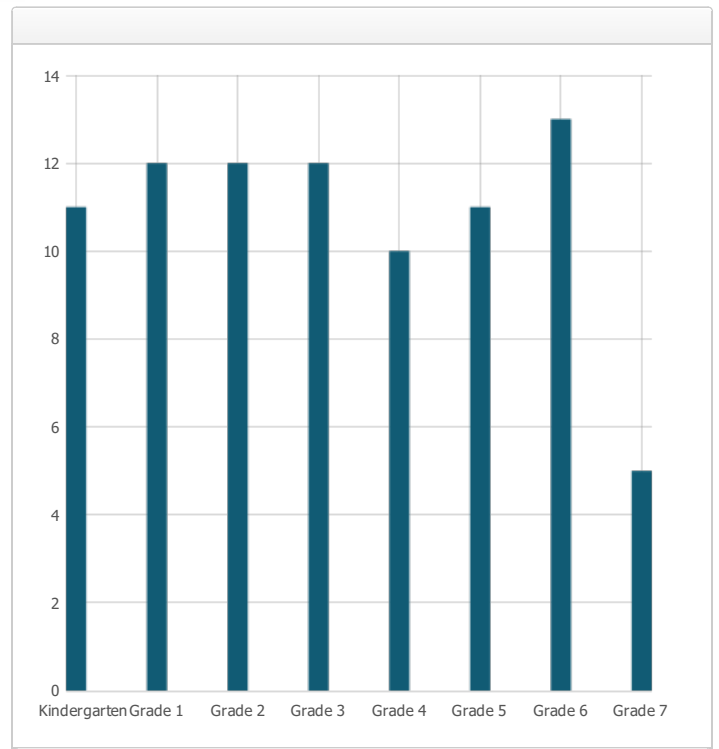
We are committed to working collaboratively to develop lifelong learners in a safe and caring academic environment, where students are challenged, integrity and Personal Best expected, and differences valued.

Peak to Peak Mountain Charter puts student academic achievement first. We focus on and are striving to recognize and meet the specific needs of each student.

Last updated: 1/28/2015

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

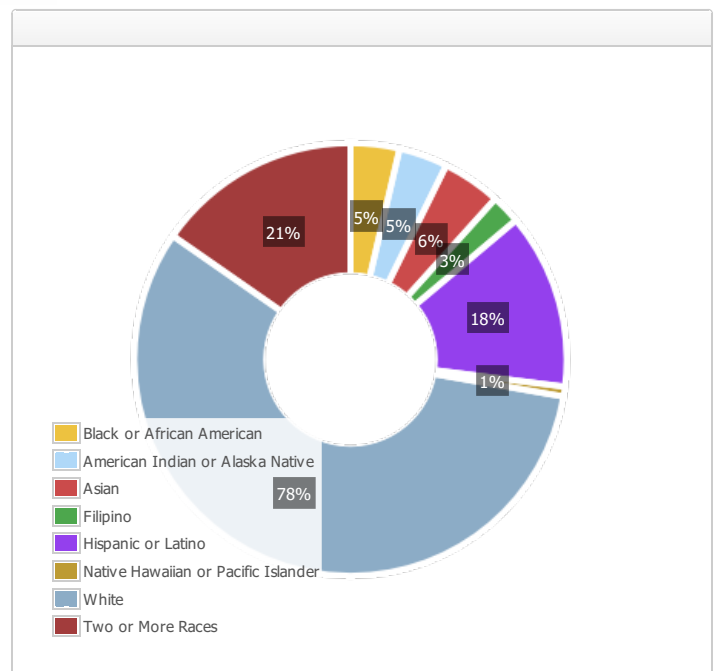
Grade Level	Number of Students
Kindergarten	11
Grade 1	12
Grade 2	12
Grade 3	12
Grade 4	10
Grade 5	11
Grade 6	13
Grade 7	5
Total Enrollment	86



Last updated: 1/28/2015

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

Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	5.0
Asian	6.3
Filipino	3.8
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	1.3
White	78.8
Two or More Races	21.3
Socioeconomically Disadvantaged	23.3
English Learners	0.0
Students with Disabilities	3.8



Last updated: 1/28/2015

A. Conditions of Learning

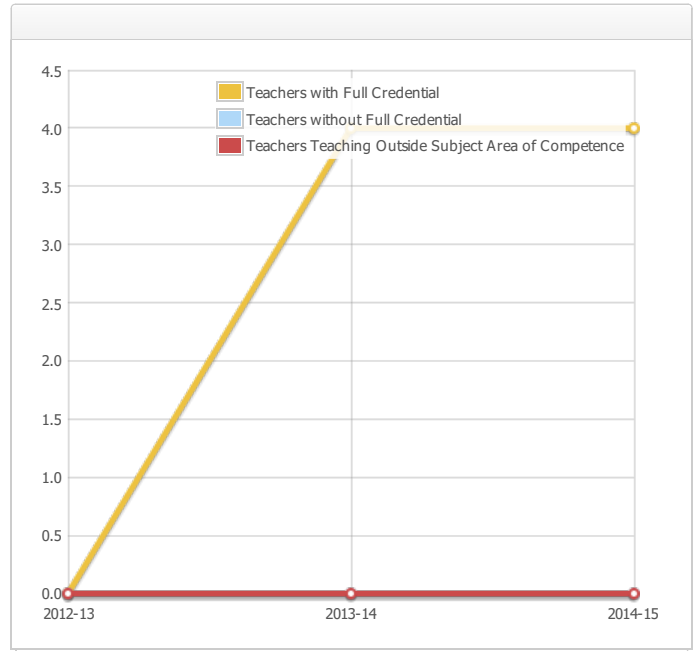
State Priority: Basic

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

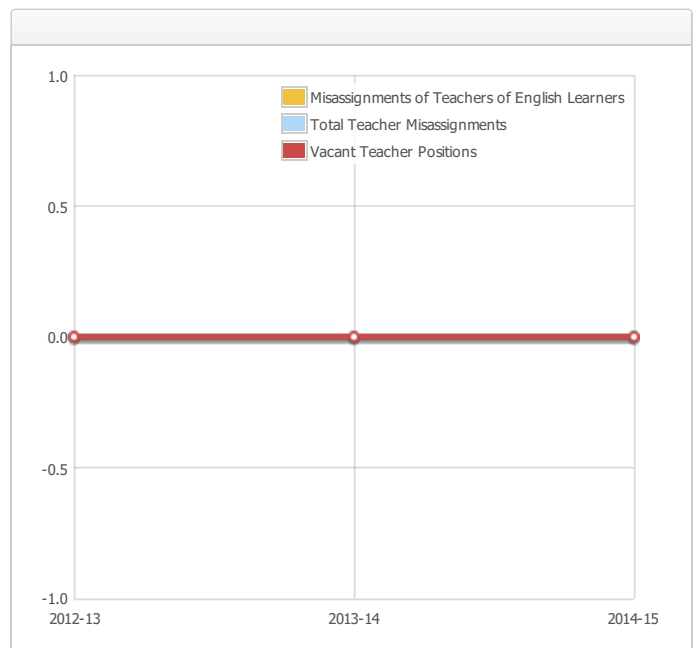
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	0	4	4	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/28/2015

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: 1/28/2015

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	100	0
All Schools in District	100	1
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	50	50

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: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Macmillian/McGraw-Hill; California Treasures 6-8: Glencoe Literature, California Treasures	Yes	0.0
Mathematics	K-5 McGraw-Hill; My Math (CCSS) 6-8 McGraw-Hill; Middle School Math Course 1-3 (CCSS)	Yes	0.0
Science	6-8: Glencoe/McGraw-Hill; Glencoe Science Focus on Series K-6: Harcourt School Publishers; California Science K-6: Pearson Scott Foresman; Scott Foresman California Science	No	0.0
History-Social Science	6-8: Glencoe/McGraw-Hill; Glencoe Discovering Our Past K-6: Harcourt School Publishers; Reflections: California Series	No	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	Enrichment programs funded by School Advisory Committee.		0.0
Science Lab Eqmpt(9-12)			0.0

Last updated: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The Peak to Peak Mountain Charter school campus is located a 2.5 miles west of the community of Pine Mountain Club and is leased from Kern County Parks and Recreation through West Side Recreation and Parks. The facility consists of four large classrooms, a small office building, a greenhouse, a covered outdoor lunch area, and playgrounds with multi-age activities.

Each classroom has SMART Board technology to enhance curriculum and student participation. Classrooms had the use of 5-6 computers for student use in each classroom (Grades 6-8) having 7 computers. As of July of 2014, all students have access to a tablet or a laptop (1:1 devices). All classrooms have extensive integrated libraries with grade appropriate books, and the younger classrooms are equipped with listening centers and recorded books on tape. The classrooms are set-up to accommodate small group instruction which is utilized at Peak to Peak Mountain Charter. Fire extinguishers, fire alarms, smoke detectors and CO detectors are installed in each classroom.

The outside areas around the buildings maintain rural appearance yet child friendly. Peak to Peak Mountain Charter supports a native plant garden in the courtyard. Peak to Peak Mountain Charter's playground includes a jungle gym, traveling rings, a slide with IPEMA certification, a large sandbox, portable soccer goals, and freestanding basketball net; A lower playground area is used for running games such as soccer, kickball and volleyball. The natural area surrounding Peak to Peak Mountain Charter has brush reduction completed by the Forest Service. Brush cutting has also been completed around the buildings and playground on campus.

Repairs to the Falcon's room AC have been made.

Peak to Peak Mountain Charter was awarded an implementation grant of \$575,000 in December 2013 and will implement the following improvements during the 2013-14 and 2014-15 school years.

Each classroom has been equipped with new computers or tablets, new SMART boards with document cameras, printers, and new furniture for effective implementation of educational program,

Additional purchases for enrichment programs are a new greenhouse and garden beds with supplies for Science and Gardening Enrichment Classes, a Netatmo urban weather station, and two new office copier/printer/scanners. A new laminator has been purchased.

There will be the purchase of a outdoor storage for playground equipment and new safety mulch for both the upper and lower playgrounds. Two Sea Train storage units have been purchased.

Last updated: 1/28/2015

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	Septic system will be serviced this year.
Interior: Interior Surfaces	Fair	New carpeting will be ordered for at least one classroom.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rodents have been a problem in the past. As of the start of the 2014-2015 school year, most of the chipmonks have been kept out of the buildings.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Some toilets and faucets will need to be replaced for water conservation. Hard water deposits make the water valves a recurring issue for maintenance.
Safety: Fire Safety, Hazardous Materials	Good	Extinguishers serviced annually.
Structural: Structural Damage, Roofs	Fair	Siding on portables will be repaired before 2015-16 commences.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Additional safety mulch will be brought in.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
----------------	------

Last updated: 1/28/2015

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)				34	40	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: 1/28/2015

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.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012
Statewide		
Similar Schools		

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

Last updated: 1/28/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012
All Students at the School		
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		

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: 1/28/2015

Career Technical Education Programs (School Year 2013-14)

N/A

*Last updated: 1/28/2015***Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
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: 1/28/2015***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	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

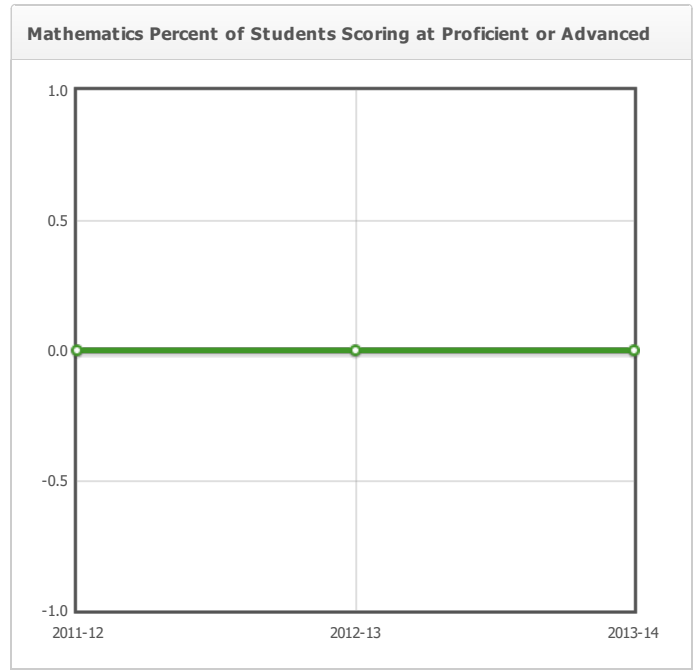
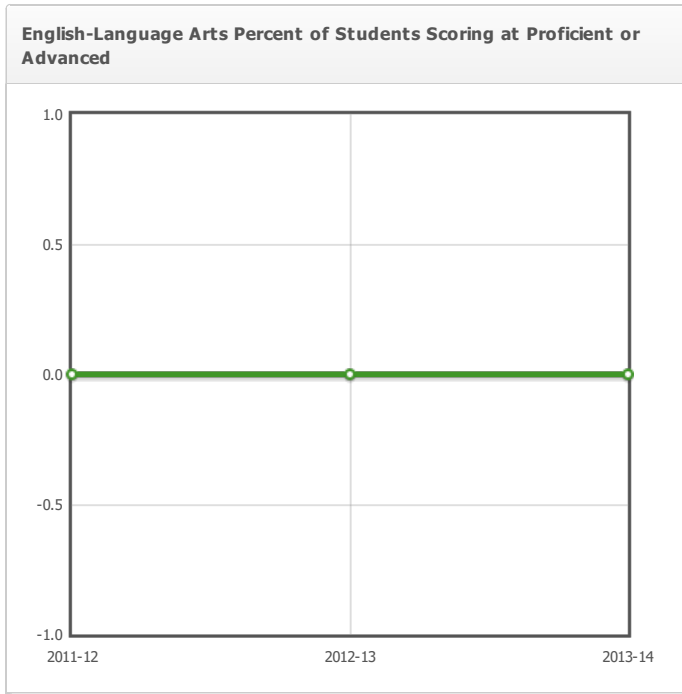
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

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	17%	56%	52%	56%	57%	56%
Mathematics	N/A	N/A	N/A	16%	38%	42%	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: 1/28/2015

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	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	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: 1/28/2015

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
5	N/A	N/A	N/A
7	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: 1/28/2015

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

The School Advisory Committee provides a place for parent to be involved in the life of the school. Volunteers are organized as a part of this parent/teacher group. Parents are afforded the opportunity to participate in the classroom, on the playground, during lunch, field trips and through enrichment activities.

State Priority: Pupil Engagement

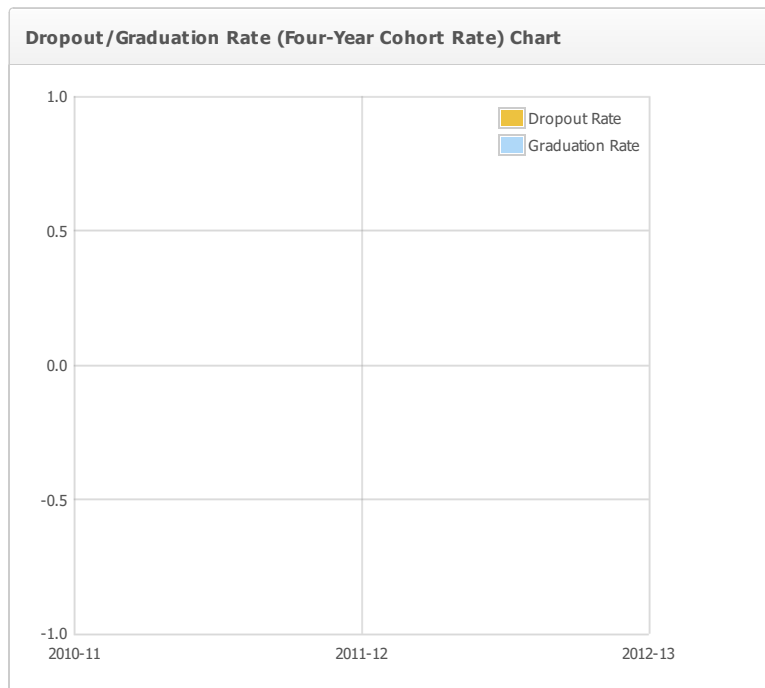
Last updated: 1/28/2015

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									
Graduation Rate				73.91	62.5	65.52	77.14	78.87	80.44



Last updated: 1/28/2015

Completion of High School Graduation Requirements

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			

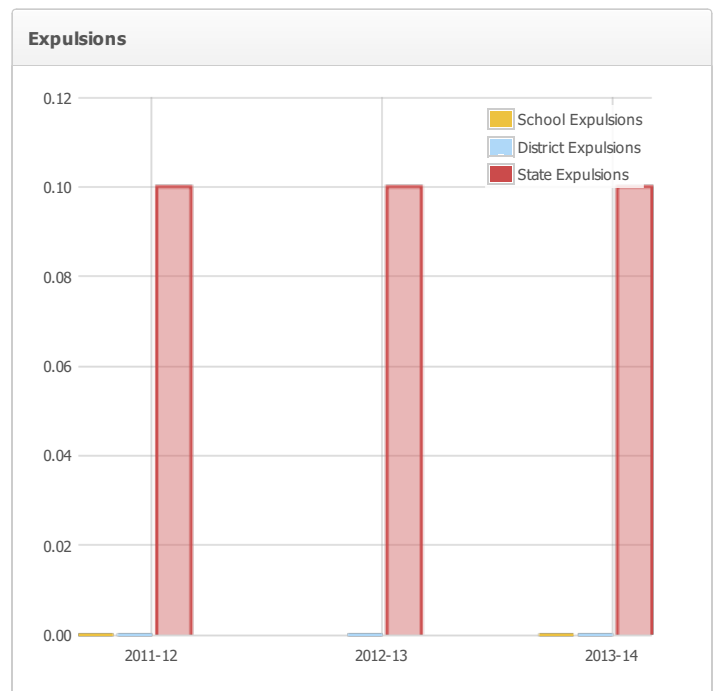
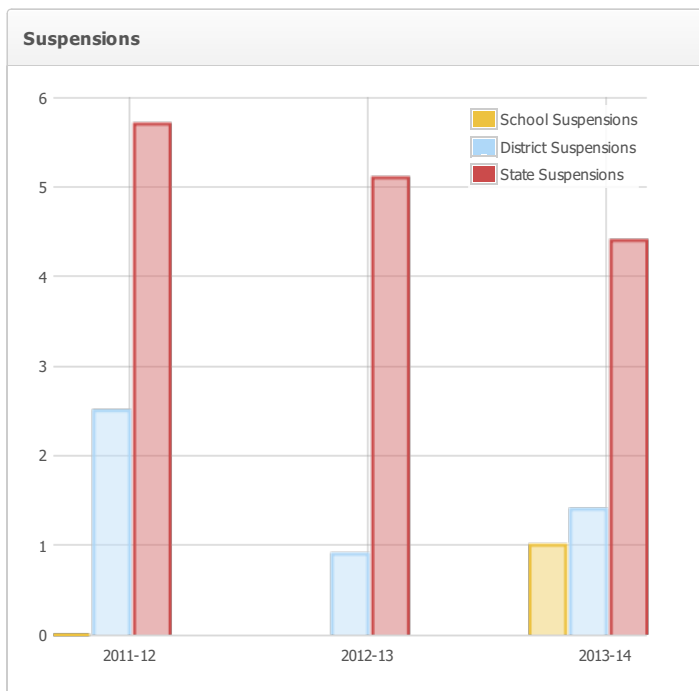
State Priority: School Climate

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			1.00	2.50	0.90	1.40	5.70	5.10	4.40
Expulsions			0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/28/2015

School Safety Plan - Most Recent Year

During the 2013/2014 school year, Peak to Peak Mountain Charter had a safety committee that reported to the Board of Directors. This committee worked on safety procedures for pick-up and drop-off of students, vehicular traffic in the school vicinity, and providing for the general safety of students, families, and staff at Peak to Peak Mountain Charter. This committee met several times through the year and brought in law-enforcement and fire fighters for consultation. Peak to Peak Mountain Charter was registered with Ready Kern for emergencies and community alerts.

The school emergency plan was revisited and revised once in January and finalized in April of 2014. The plan was rehearsed and executed during the Great Shake Out in October of 2013 and again in October 2014. In addition, fire drills are held each month, lock-down and other emergency drills are held annually.

The key elements of the emergency plan include

- 1) Introduction
- 2) Standardized Emergency Management
- 3) Initial Response to Emergencies
- 4) Immediate Response Actions
- 5) Emergency Procedures
- 6) Other Emergency Information
- 7) Emergency Drills/ Management Organizational Chart/ Phone Numbers
- 8) Appendices

Last updated: 1/28/2015

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: 1/28/2015

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	2
Percent of Schools Currently in Program Improvement	N/A	75.0%

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: 1/28/2015

Average Class Size and Class Size Distribution (Elementary)

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								11.0		1		
1								12.0		1		
2								12.0		1		
3								12.0		1		
4								10.0		1		
5								11.0		1		
6								13.0		1		
Other												

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

Last updated: 1/28/2015

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												
Mathematics												
Science												
Social Science												

* 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: 1/28/2015

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		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: 1/28/2015

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
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	\$57,912
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: 1/28/2015

Types of Services Funded (Fiscal Year 2013-14)

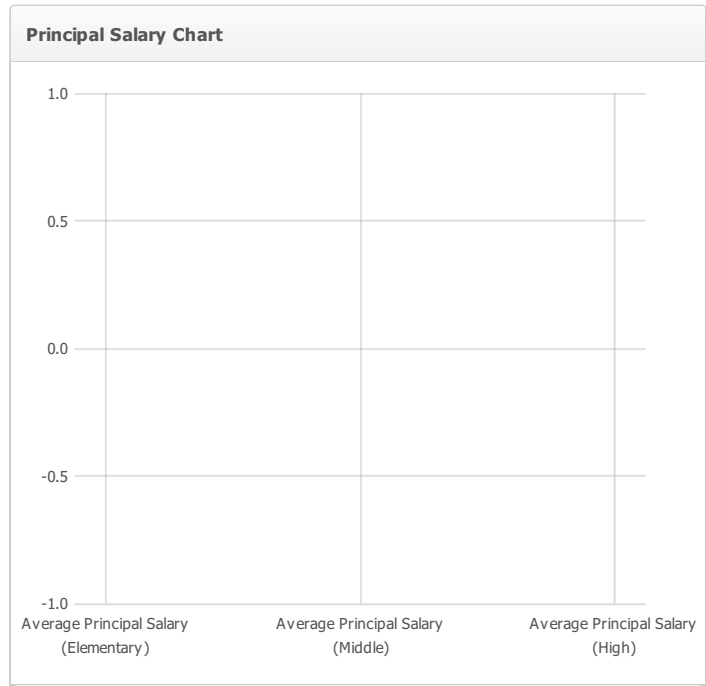
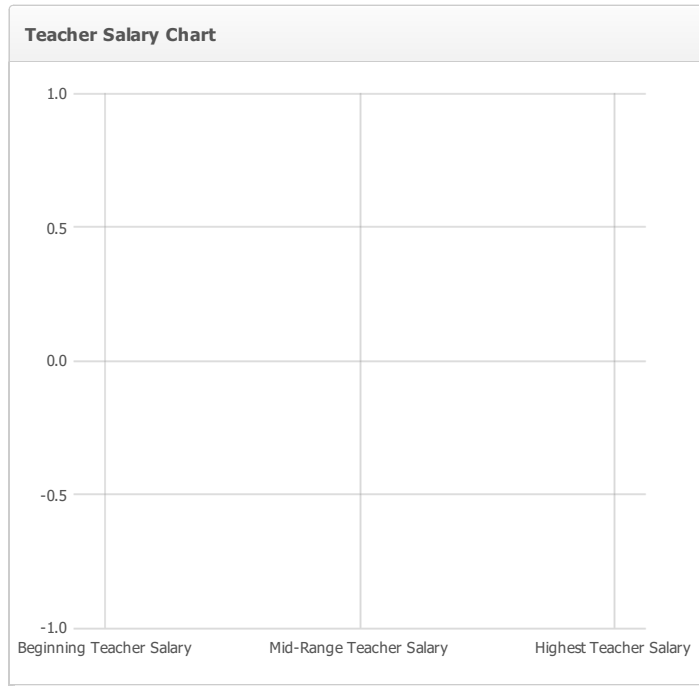
N/A

Last updated: 1/28/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$38,152
Mid-Range Teacher Salary	N/A	\$55,573
Highest Teacher Salary	N/A	\$71,908
Average Principal Salary (Elementary)	N/A	\$87,660
Average Principal Salary (Middle)	N/A	\$92,424
Average Principal Salary (High)	N/A	\$93,606
Superintendent Salary	N/A	\$116,538
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	2.0%	7.0%

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



Last updated: 1/28/2015

Advanced Placement Courses (School Year 2013-14)

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: 1/28/2015

Professional Development – Most Recent Three Years

The community of Peak to Peak Mountain Charter recognizes that staff development directly affects student academic success. A Professional Learning Community (PLC) has been established to encourage grade-level articulation and identify needed staff development. At the beginning of the year, staff development needs are planned after the analysis of authentic student performance results from the STAR test (or equivalent), grade-level assessments, including multiple measures, and teacher observations. The focus of these long-range plans will be that all students achieve proficiency or above on the CST. Staff works on calibrating the curriculum to align with the grade-level content standards.

Teachers share their experiences using HET techniques in their classroom to teach a standards-based content lessons. Consequently the teacher is coached by the administration observing a classroom lesson to ensure they are able to utilize this instructional strategy effectively. Additionally, team members will provide support for new staff members by modeling effective lessons embedded with HET teaching and assessment strategies.

To deepen teachers' content knowledge and engage all students in learning, our staff will attend site workshops, college courses, and professional conferences. Examples of on-site professional development may include in-service training on curriculum and technology use. Staff has attended HET conferences providing the latest research on instructional strategies.

Last updated: 1/28/2015