

Peak to Peak Mountain Charter



Contact Wendy Worster, Office Manager

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. Most data presented in this report are reported for the 2012-2013. 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 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) 364-3811 or visit the school website www.peaktopeakmountaincharter.org.

Contact

19009 Cerro Noroeste Rd.
Pine Mountain Club, CA
93222

Phone: 661-364-3811
E-mail: office@peaktopeakmountaincharter.org



Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Peak to Peak Mountain Charter
Street	19009 Cerro Noroeste Rd.
City, State, Zip	Pine Mountain Club, Ca, 93222
Phone Number	661-364-3811
Principal	Contact Wendy Worster, Office Manager
E-mail Address	office@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: 1/27/2014

School Description and Mission Statement (School Year 2012-13)

N/A

Last updated: 1/28/2014

Opportunities for Parental Involvement (School Year 2012-13)

N/A

Last updated: 1/28/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

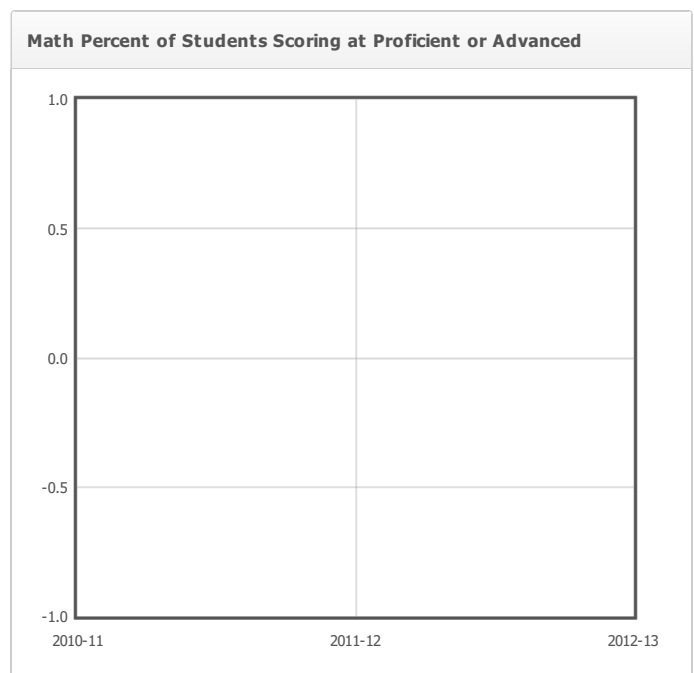
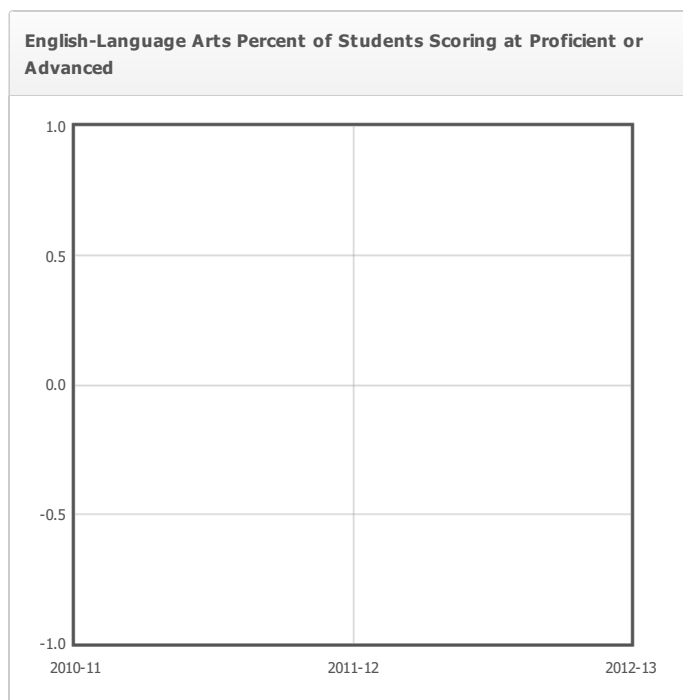
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

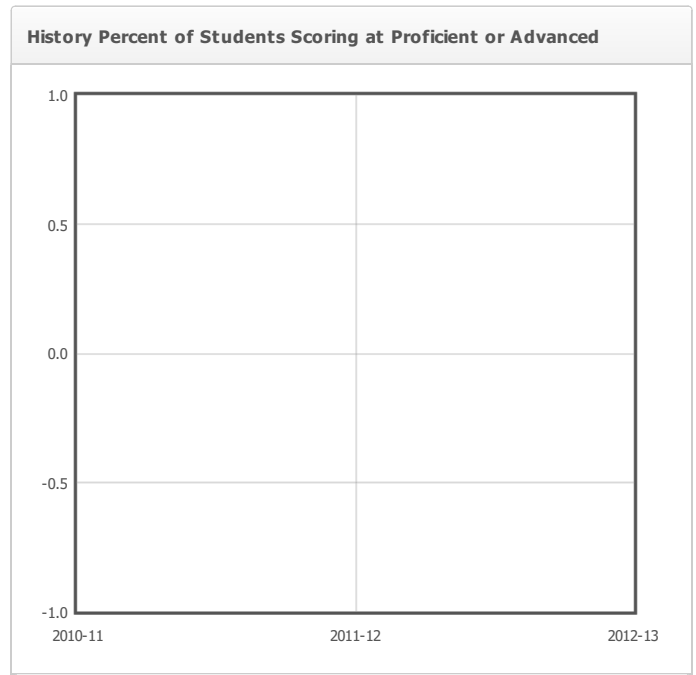
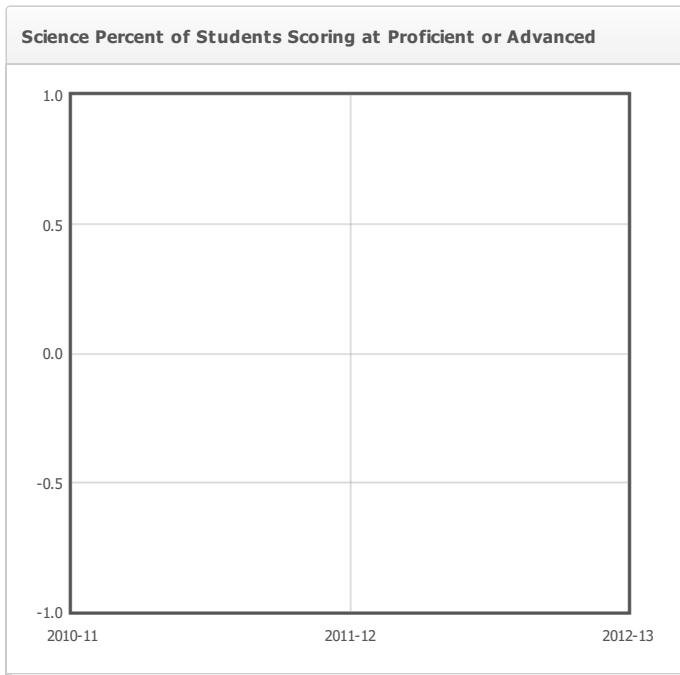
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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
Mathematics	%	%	%	N/A	N/A	N/A	N/A	N/A	N/A
Science	%	%	%	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

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: 1/27/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	0%	0%	40%	0%
All Students at the School	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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: 1/28/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%

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: 1/27/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

Last updated: 1/28/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	0	0	0
Black or African American	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
White	0	0	0
Two or More Races	0	0	0
Socioeconomically Disadvantaged	0	0	0
English Learners	0	0	0
Students with Disabilities	0	0	0

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: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	0	0	214	681	4,655,989	790
Black or African American	0	0	0		296,463	708
American Indian or Alaska Native	0	0	1		30,394	743
Asian	0	0	0		406,527	906
Filipino	0	0	1		121,054	867
Hispanic or Latino	0	0	69	681	2,438,951	744
Native Hawaiian or Pacific Islander	0	0	0		25,351	774
White	0	0	143	679	1,200,127	853
Two or More Races	0	0	0		125,025	824
Socioeconomically Disadvantaged	0	0	192	669	2,774,640	743
English Learners	0	0	37	653	1,482,316	721
Students with Disabilities	0	0	31	550	527,476	615

Last updated: 1/28/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	N/A	Yes
Met Participation Rate - English-Language Arts	N/A	Yes
Met Participation Rate - Mathematics	N/A	Yes
Met Percent Proficient - English-Language Arts	N/A	Yes
Met Percent Proficient - Mathematics	N/A	Yes
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	N/A

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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 shaded in black or with N/A values do not require data.

Last updated: 1/28/2014

School Climate

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/27/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* 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: 1/27/2014

School Safety Plan (School Year 2012-13)

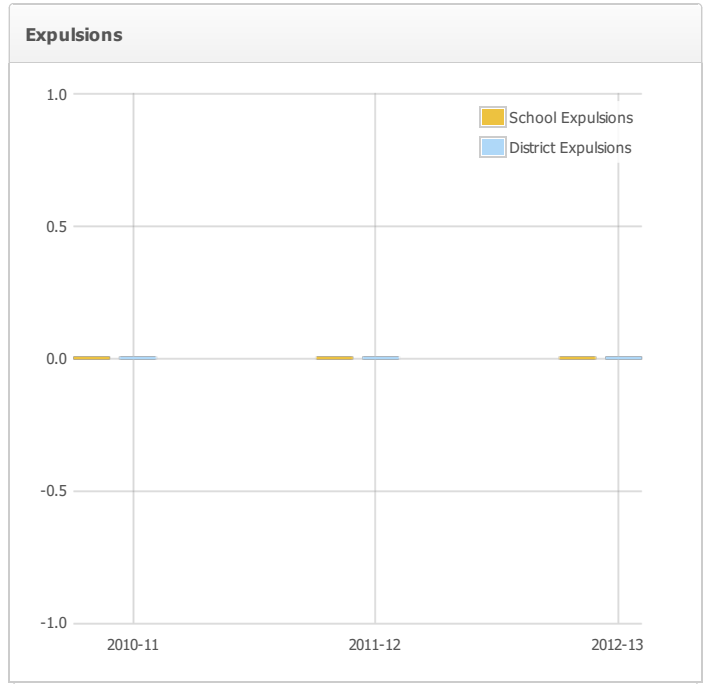
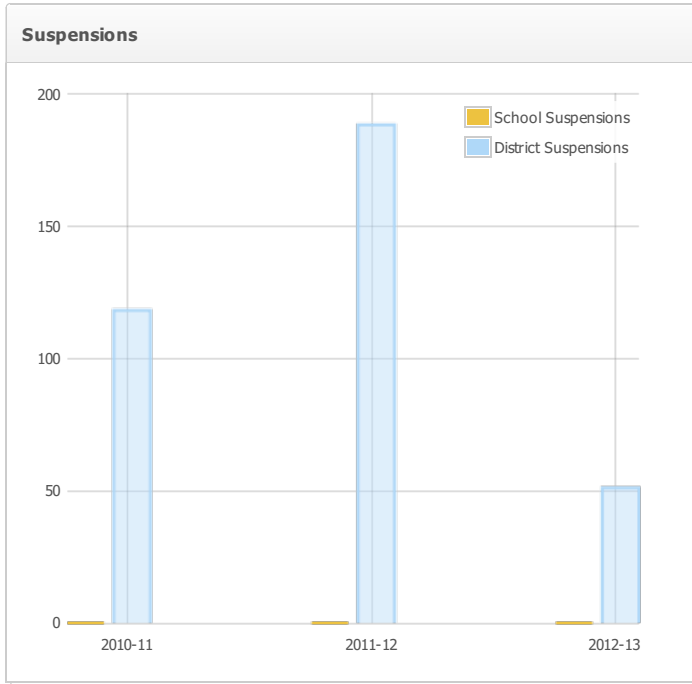
N/A for 2012-13. Peak to Peak Mountain Charter's first year 2013-14.

Last updated: 1/27/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	118.00	188.00	51.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/27/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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, and a minimum of 5 computers with internet access for student use in each classroom (Grades 6-7) having 7 computers. 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 will be equipped with 8 new computers and 6 iPads, new SMART boards with document cameras, 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, two new office copier/printer/scanners, and laminator.

There will be the purchase of a outdoor storage for playground equipment and new safety mulch for both the upper and lower playgrounds and a Sea Train storage unit.

Last updated: 1/29/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	2-3 Portable classroom paneling will be reattached.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Openings under portable classrooms need to be sealed.
Electrical: Electrical	Good	AC unit in quonset will be hard wired.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

Safety: Fire Safety, Hazardous Materials	Good	Brush clearing completed on a regular basis. Fire extinguishers will due for service in June 2014.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classrooms need to be repainted.

Overall Facility Rate (School Year 2012-13)

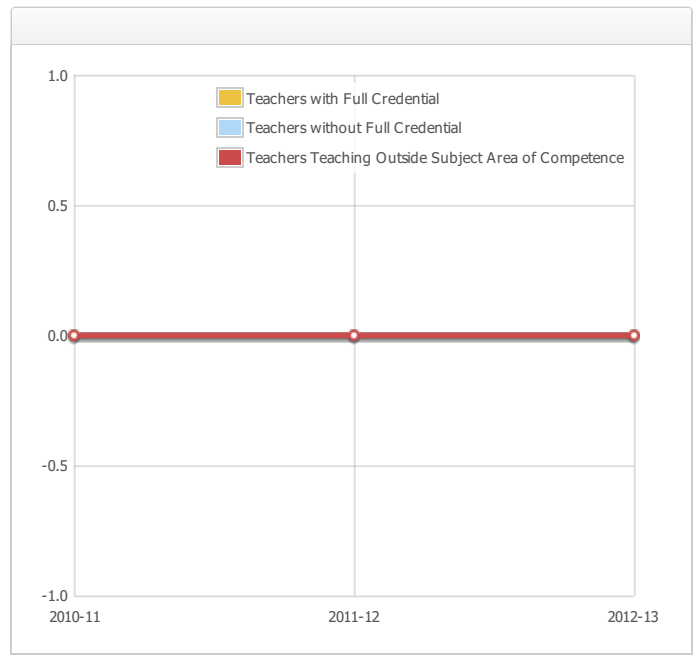
Overall Rating	Good
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Last updated: 1/29/2014

Teachers

Teacher Credentials

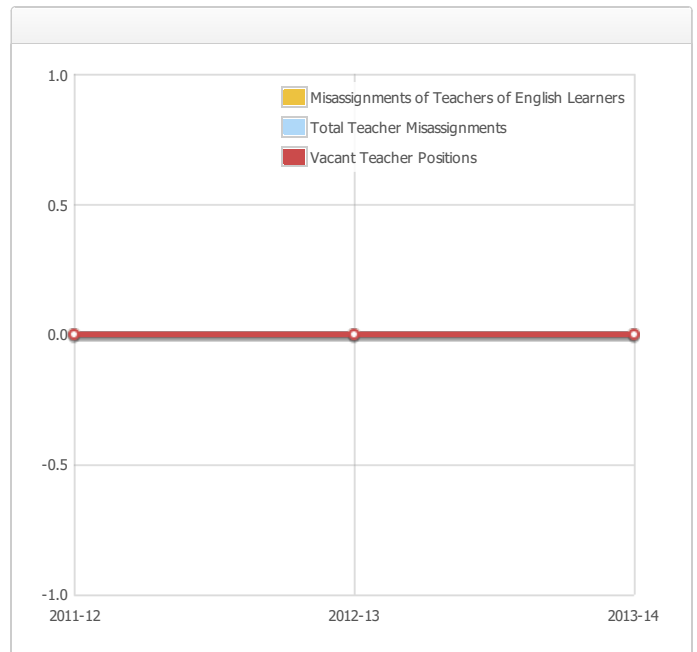
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	0	0	0	20
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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: 1/27/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	0	0
All Schools in District	100	1
High-Poverty Schools in District	100	1
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.

Last updated: 1/27/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 1/29/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6: Macmillan/McGraw-Hill; California Treasures 6-8: Glencoe Literature, California Treasures	Yes	0.0
Mathematics	K-6: Houghton Mifflin Company; Houghton Mifflin California Mathematics 7: MacDougal Little: Math Course 2; Pre Algebra Course	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. Character Education: Bad Wolf Press		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/29/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$00	\$00	\$00	\$00
District	N/A	N/A	\$5,271	\$50,754
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$5,537	\$58,606
Percent Difference – School Site and State	N/A	N/A	0.00%	0.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/29/2014

Types of Services Funded (Fiscal Year 2012-13)

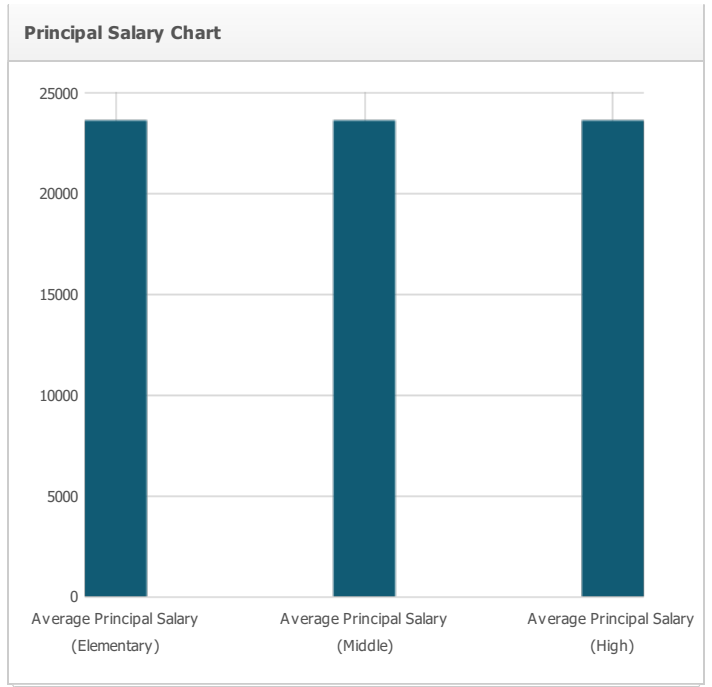
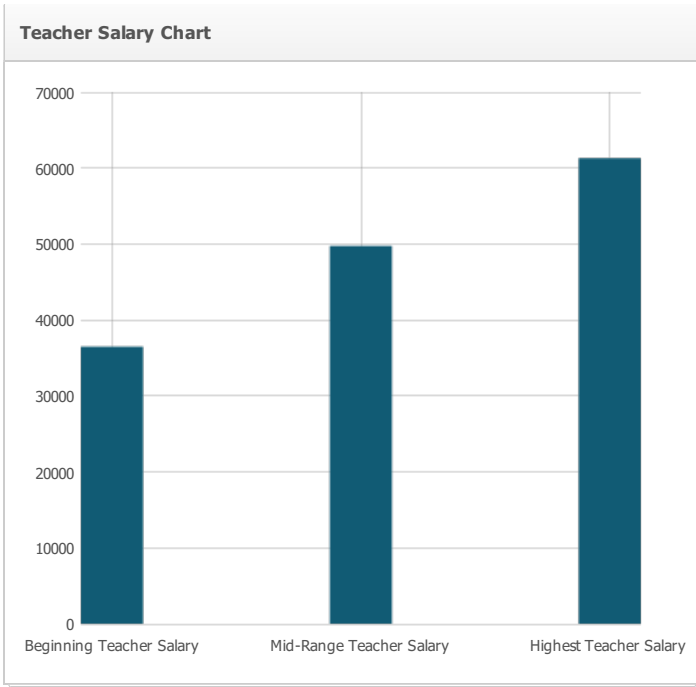
N/A

Last updated: 1/27/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,492	\$38,390
Mid-Range Teacher Salary	\$49,752	\$55,793
Highest Teacher Salary	\$61,306	\$72,306
Average Principal Salary (Elementary)	\$23,600	\$88,846
Average Principal Salary (Middle)	\$23,600	\$92,801
Average Principal Salary (High)	\$23,600	\$95,916
Superintendent Salary	\$47,200	\$116,026
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	1.0%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/27/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

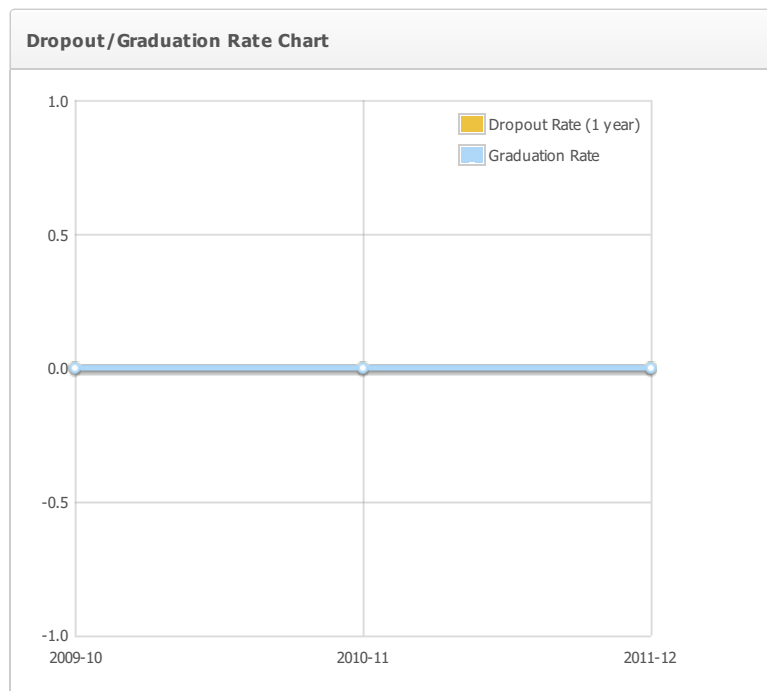
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	16.6	14.7	13.1
Graduation Rate	0	0	0	83.33	73.91	62.50	74.72	77.14	78.73



Last updated: 1/27/2014

Career Technical Education Programs (School Year 2012-13)

N/A

*Last updated: 1/27/2014***Career Technical Education Participation (School Year 2012-13)**

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: 1/27/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The community of Peak to Peak Mountain Charter recognizes that staff development directly affects student academic success. Professional Learning Communities (PLCs) will be established to encourage grade-level articulation and identify needed staff development. At the beginning of the year, staff development needs will be planned after the analysis of authentic student performance results from the STAR test, 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 will be taught how to calibrate the curriculum to align with the grade-level content standards.

Teachers will observe experienced teachers using HET technique in their classroom to teach a standards-based content lesson. Later, the teacher will be coached by the administration by 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 calibration and technology use. Staff will be encouraged to attend HET conferences that will provide them the latest research on instructional strategies.

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