# Pacific Grove Community High School
## School Accountability Report Card
## Reported Using Data from the 2014-15 School Year
### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

### DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

**Contact Information (Most Recent Year)**

| School Contact Information | |
|---|---|
| School Name | Pacific Grove Community High School |
| Street | 1004 David Avenue |
| City, State, Zip | Pacific Grove, CA, 93950 |
| Phone Number | (831) 646-6535 |
| Principal | Barbara Martinez |
| E-mail Address | bmartinez@pgusd.org |
| Web Site | http://pgchs.pgusd.org/ |
| Grades Served | 9-12 |
| CDS Code | 27661342731115 |

| District Contact Information | |
|---|---|
| **District Name** | Pacific Grove Unified School District |
| **Phone Number** | 831 646-6510 |
| **Superintendent** | Dr. Ralph Gomez-Porras |
| **E-mail Address** | rporras@pgusd.org |
| **Web Site** | www.pgusd.org |

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

Pacific Grove Community High School will:

- Provide students with the opportunity for high school graduation and pursuit of vocational goals and post high school education;
- Ensure competency in academic, critical thinking and problem solving skills;
- Maximize opportunities for students to develop the positive values of self-reliance, initiative, kindness, resourcefulness, creativity and responsibility;
- Maintain a learning situation which encourages the student to follow his or her own interests and pace. Recognize that the best learning takes place when the student, in partnership with staff, cultivates his or her own desire to learn and recognizes personal responsibility for the education process.

Expected Student Learning Results (ESLRs)

Community High School's graduates will be:

EDUCATED INDIVIDUALS WHO:
Demonstrate competence in reading, writing, math, science, social studies and technology.

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:
Think problems through by using relevant evidence or information to come to logical conclusions.

INDEPENDENT AND COLLABORATIVE WORKERS WHO:
Set goals, organize time and tasks to meet deadlines, participate in group projects, and produce independent work that meets academic content standards.

RESPONSIBLE CITIZENS WHO:
- Are employable.
- Understand and appreciate diverse cultures and points of view.
- Understand and participate in the duties, rights and privileges of citizens in a democracy.
- Understand the relationships between man and his environment.

HEALTHY INDIVIDUALS WHO:
- Have a strong sense of self-worth.
- Practice respect for others.
- Resolve conflicts through positive action.

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

| Grade Level | Number of Students |
|---|---|
| **Grade 11** | 7 |
| **Grade 12** | 12 |
| **Total Enrollment** | 19 |

**Student Enrollment by Group (School Year 2014-15)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Hispanic or Latino | 15.8 |
| Native Hawaiian or Pacific Islander | 5.3 |
| White | 63.2 |
| Two or More Races | 15.8 |
| Socioeconomically Disadvantaged | 31.6 |
| Students with Disabilities | 21.1 |

# A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 3 | 2 | 2 | 119 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | | |
| All Schools in District | | |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | | |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** 2015

Students at Community High School are provided the same textbooks at the district's comprehensive high school (Pacific Grove High School). Curriculum at Community High School is aligned with the Common Core standards. Ancillary materials are purchased for each core area to support the curriculum.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The entire facility underwent upgrades in 2003 and 2008.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2014 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | Recent work includes replacing some gas lines and sewer lines. |
| **Interior:** Interior Surfaces | | X | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | | X | | The number of electrical outlets does not fit current needs |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | | X | | The roof will need replacement in the next few years as it is 20 years old. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

**Overall Facility Rating (Most Recent Year)**

| Year and month in which data were collected: 10/2014 | | | | |
|---|---|---|---|---|
| **Overall Rating** | **Exemplary** | **Good** | **Fair** | **Poor** |
| | | X | | |

# B. Pupil Outcomes

## State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---|---|---|---|
| | School | District | State |
| **English Language Arts/Literacy** | -- | 67 | 44 |
| **Mathematics** | -- | 54 | 33 |

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

### CAASPP Assessment Results - English Language Arts (ELA)
### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | 11 | 9 | 7 | 77.8 | -- | -- | -- | -- |
| **Male** | 11 | | 7 | 77.8 | -- | -- | -- | -- |
| **Female** | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| **Hispanic or Latino** | 11 | | 1 | 11.1 | -- | -- | -- | -- |
| **White** | 11 | | 4 | 44.4 | -- | -- | -- | -- |
| **Two or More Races** | 11 | | 2 | 22.2 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 11 | | 2 | 22.2 | -- | -- | -- | -- |
| **Students with Disabilities** | 11 | | 2 | 22.2 | -- | -- | -- | -- |
| **Foster Youth** | 11 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics
### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | 11 | 9 | 7 | 77.8 | -- | -- | -- | -- |
| **Male** | 11 | | 7 | 77.8 | -- | -- | -- | -- |
| **Female** | 11 | | 0 | 0.0 | -- | -- | -- | -- |
| **Hispanic or Latino** | 11 | | 1 | 11.1 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|---|---|---|---|---|---|---|---|---|
| White | 11 | 4 | | 44.4 | -- | -- | -- | -- |
| Two or More Races | 11 | 2 | | 22.2 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 2 | | 22.2 | -- | -- | -- | -- |
| Students with Disabilities | 11 | 2 | | 22.2 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|---|
| Science (grades 5, 8, and 10) | | | -- | | | 82 | | | 56 |

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

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 82 |
| All Students at the School | -- |
| Male | -- |
| White | -- |
| Students with Disabilities | -- |
| Foster Youth | -- |

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

**Career Technical Education Programs (School Year 2014-15)**

Community High School provides a wide variety of classes and assignments that focus on career exploration. Students at CHS also are given opportunities to enroll in CTE classes at the district comprehensive high school.

**Career Technical Education Participation (School Year 2014-15)**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 0 |
| **% of pupils completing a CTE program and earning a high school diploma** | 0 |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | 0 |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| **2014-15 Students Enrolled in Courses Required for UC/CSU Admission** | |
| **2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission** | 7.14 |

## State Priority: Other Pupil Outcomes

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

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

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| **English-Language Arts** | | | | 77 | 82 | 82 | 57 | 56 | 58 |
| **Mathematics** | | | | 78 | 81 | 83 | 60 | 62 | 59 |

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

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| **All Students in the LEA** | 18 | 22 | 60 | 17 | 45 | 38 |
| **All Students at the School** | 0 | | | 0 | | |

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

**California Physical Fitness Test Results (School Year 2014-15)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |

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

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

Pacific Grove Unified School District has extraordinary parental and community involvement. At all levels, parents are encouraged to participate in the educational community and Community High School is no exception. Parents are encouraged to join the site council, to volunteer in the school and be on committees as needed. Parents have been involved in the School Site Committee as well as the WASC leadership committee. Parents also volunteer in the garden and at special events such as Mock Interview day. In addition, every parent must meet with the staff as their student is enrolled at Community High School and encouraged to attend the progress meeting at the end of each grading cycle.

## State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 3.60 | 5.30 | 2.00 | 3.60 | 5.30 | 2.00 | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 95.00 | 93.23 | 98.03 | 95.00 | 93.23 | 98.03 | 78.87 | 80.44 | 80.95 |

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

| Group | Graduating Class of 2014 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 93.33 | 99.33 | 84.6 |
| Black or African American | | 100 | 76 |
| American Indian or Alaska Native | | 50 | 78.07 |
| Asian | 100 | 100 | 92.62 |
| Filipino | | | 96.49 |
| Hispanic or Latino | 83.33 | 100 | 81.28 |
| Native Hawaiian/Pacific Islander | 100 | 100 | 83.58 |
| White | 125 | 100 | 89.93 |
| Two or More Races | 100 | 100 | 82.8 |
| Socioeconomically Disadvantaged | 100 | 100 | 61.28 |
| English Learners | | 20 | 50.76 |
| Students with Disabilities | 87.5 | 100 | 81.36 |
| Foster Youth | -- | -- | -- |

## State Priority: School Climate

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

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

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** |
| **Suspensions** | 21.88 | 22.50 | 17.86 | 4.35 | 2.95 | 1.31 | 5.07 | 4.36 | 3.80 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.09 | 0.05 | 0.09 | 0.13 | 0.10 | 0.09 |

**School Safety Plan (Most Recent Year)**

The safe school plan has been updated since 09/03/2014. . Key elements that have been reviewed and updated have been lockdown procedures, radio review and protocol, and active shooter protocol. The plan was presented to the Site Council and sent to the School Board for approval along with the District Plan and other site plans. Professional development is ongoing to keep staff current with safety protocols.

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)**

| AYP Criteria | School | District | State |
|---|---|---|---|
| **Made AYP Overall** | Yes | Yes | Yes |
| **Met Participation Rate: English-Language Arts** | Yes | Yes | Yes |
| **Met Participation Rate: Mathematics** | Yes | Yes | Yes |
| **Met Percent Proficient: English-Language Arts** | N/A | N/A | N/A |
| **Met Percent Proficient: Mathematics** | N/A | N/A | N/A |
| **Met Attendance Rate** | N/A | Yes | Yes |
| **Met Graduation Rate** | N/A | Yes | Yes |

**Federal Intervention Program (School Year 2015-16)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | 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 | 100.0 |

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

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0 | n/a |
| Counselor (Social/Behavioral or Career Development) | .5 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist | .8 | 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 2013-14)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | $13,065 | $467 | $12,598 | $86,114 |
| District | N/A | N/A | $12,598 | $79,702 |
| Percent Difference: School Site and District | N/A | N/A | 0.0 | 14.2 |
| State | N/A | N/A | $5,348 | $65,267 |
| Percent Difference: School Site and State | N/A | N/A | 130.9 | 36.9 |

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

**Types of Services Funded (Fiscal Year 2014-15)**

Community High School students have access to Monterey County Behavioral Health services on an as needed basis. Special Education services are accessed as indicated in student Individual Education Plans. On rare occasions, students who have negative contact with law enforcement are assigned a Probation Officer that monitor student behavior and attendance.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $42,225 | $40,379 |
| **Mid-Range Teacher Salary** | $74,704 | $62,323 |
| **Highest Teacher Salary** | $100,327 | $81,127 |
| **Average Principal Salary (Elementary)** | $135,324 | $99,192 |
| **Average Principal Salary (Middle)** | $127,537 | $91,287 |
| **Average Principal Salary (High)** | $163,500 | $112,088 |
| **Superintendent Salary** | $208,617 | $159,821 |
| **Percent of Budget for Teacher Salaries** | 40% | 36% |
| **Percent of Budget for Administrative Salaries** | 7% | 6% |

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

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

* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

Priorities for staff development for the 214-2015 school year have been focused on the national Common Core State Standards. The primary focus has been on English/Language Arts and math.

The development has been done on school release days presented by District and county experts. Staff development funds have been set aside to release teachers for workshops and meetings on the development of the materials and curriculum.