



Hillsides Education Center
940 Ave 64
Pasadena CA 91105
323-254-2274

Director, Ryan C. Eisenberg, Ed.D.

School Accountability Report Card, 2013-14

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

Hillsides Education Center

Address: 940 Ave 64, Pasadena CA 91105

Phone: 323-254-2274

Principal: Ryan Eisenberg, Ed.D.

Grade Span: K-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information – Most Recent Year

District Name	DPC
Phone Number	DPC
Superintendent	DPC
E-mail Address	DPC
Web Site	DPC

School Contact Information – Most Recent Year

School Name	Hillsides Education Center
Street	940 Ave 64
City, State, Zip	Pasadena CA 91005
Phone Number	323-254-2274
Principal	Dr. Ryan Eisenberg
E-mail Address	Reisenberg@hillsides.org
Web Site	www.hillsideseducationcenter.org
County-District-School (CDS) Code	19 64881 7026263

School Description and Mission Statement – Most Recent Year

Education Center

The Hillside Education Center (HEC) is a therapeutic residential and day school that offers individualized education for students with social-emotional, learning, and/or behavior challenges. Our dedicated staff of educators create a community of learning and self-growth, enabling students to build skills and find academic success. HEC prides itself on helping students develop academic and social-emotional skills in order to create opportunity and success within and beyond the doors of school. Integration of innovative academic instruction and individualized social-emotional skill growth plans creates a community of self-reflection, support, and learning. Small class sizes, personalized attention, and routine staff collaboration ensures individual student needs are being addressed. Students have access to individual, group, and family counseling, as well as enrichment activities, such as music, art, and speech therapy. Our staff help students develop personal awareness, social awareness, tenacity, and problem solving skills, which helps build positive self-images that enables opportunity for success within their lives. Our Education Center contracts with more than 20 school districts in Southern California for residential services, day school, and in-district mental health support, allowing us to advocate and impact the lives of hundreds of students and families.

Education Programs and Skill Development

HEC implements the Common Core standards, and adapts lessons and instruction to meet the individual needs of students. Keeping focused on success beyond the doors of HEC enables our staff to deliver affective instruction which builds academic, behavioral, and social skills, preparing students to return to public school or transition to adulthood. Our curriculum and approach meets the needs of students who have traditionally struggled within school, either in their basic academic skills, behaviorally, or a combination of both, helping to develop the skills necessary to achieve future success.

The special education needs of the students are met through a high teacher to student ratio (1:3), a personalized academic curriculum based on the standards, enrichment electives, therapeutic support, and extracurricular activities. Students also individually interact with teachers to reflect on, process, and discuss material to help them achieve their goals. Bi-monthly roster meetings are held to review student progress and adjust plans and approach in order to enhance student growth. Seven classrooms accommodate 12 to 14 students per class.

Our goals

- HEC creates a student that is **Generous**, **Respectful**, and **Optimistic**. HEC wants students who are **Willing** to try, have **Tenacity**, and that are **Honest** with themselves and others.
- HEC will lead each student toward positive mental and emotional health and image by improving his or her self awareness and reactions to others.
- HEC students will demonstrate grade level academic improvement annually, demonstrated by use of pre- and post assessment data, and IEP assessment data.
- HEC students will demonstrate growth and improvement on IEP goals.
- HEC will students demonstrate growth in their individual social-emotional skill areas (social awareness, tenacity, personal awareness and problem solving) demonstrated by achievement of steps within the GROWTH system
- HEC will create successful transitions for their students.

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	5
Grade 4	7
Grade 5	5
Grade 6	5
Grade 7	5
Grade 8	6
Ungraded Elementary	0
Grade 9	14
Grade 10	11
Grade 11	12
Grade 12	13
Ungraded Secondary	0
Total Enrollment	83

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

Group	Percent of Total Enrollment
Black or African American	26%
American Indian or Alaska Native	0
Asian	2%
Filipino	0
Hispanic or Latino	23%
Native Hawaiian or Pacific Islander	0
White	40%
Two or More Races	NA
Socioeconomically Disadvantaged	72%
English Learners	9%
Students with Disabilities	100%

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 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	6	7	8	NA
Without Full Credential	4	3	2	NA
Teaching Outside Subject Area of Competence (with full credential)	NA	NA	NA	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	DPL	DPL	DPL
Total Teacher Misassignments*	DPL	DPL	DPL
Vacant Teacher Positions	DPL	DPL	DPL

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 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	DPC	DPC
All Schools in District	DPC	DPC
High-Poverty Schools in District	DPC	DPC
Low-Poverty Schools in District	DPC	DPC

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: *Data provided by the LEA*

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2012	2013	0
Mathematics	2012	2014	0
Science	2009-2012	2014	0
History-Social Science	2006-2008	2010	0
Foreign Language	2008	2008	0
Health	DPL	DPL	DPL
Visual and Performing Arts	DPL	DPL	DPL
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

School Facility Conditions and Planned Improvements – Most Recent Year

About Operations and Maintenance At HEC and Hillsides

Hillsides currently maintains its own Maintenance Department. The Director of Operations supervises the Maintenance Supervisor who supervises five fulltime maintenance workers one part time maintenance worker and six housekeeping staff. In the event of a maintenance request, the Supervisor is contacted via a request sheet and a written request

is made. (See Attached Copy). In the case of a safety or health issue the supervisor is contacted by phone and the repair is made immediately followed up with a written work order. All repairs are logged on a maintenance Repair slip (See attached copy). These written repair slips are monitored weekly in at the Maintenance Weekly Meeting and kept on file.

The Maintenance Department manages the exterior and interior of all building for repairs and general maintenance. Trash area are picked up and dumped daily and twice on Fridays, trash areas are washed down as needed. The main kitchen trash area is picked up twice daily, clean and washed down once daily.

Hillsides currently maintains its own Housekeeping Staff. The Maintenance Supervisor supervises six-fulltime housekeepers and /or custodians. The interior of the facility is cleaned on a daily bases Monday through Friday and the Children Resources Center as well as the Administration bathroom area additionally on the weekends. Housekeeping staff empty trash containers, dust, vacuum, clean inside windows, mop, and disinfect client areas, offices areas, reception areas, conferences rooms, waiting areas and all bathrooms. Client and staff bathrooms are checked for soap and paper good and refilled. Carpets and all flooring are shampooed and/or waxed regularly throughout the year. Porches are swept weekly and washed down on an as needed bases. Weekly checklists are turned in at the weekly maintenance meeting reporting repairs needed. (See attached form).

Hillside contracts with a Gardening Service. Plants are replaced on an as needed basis. Lawn areas are mowed and walkways are cleaned weekly by the service.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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 Needed and Action Taken or Planned			
	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 Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		DPL	DPL	DPL

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)	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

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	DPC
All Students at the School	NA
Male	NA
Female	NA
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Students Receiving Migrant Education Services	DPC

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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

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

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

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.

Career Technical Education Programs (School Year 2013–14)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs including:

- *Programs and classes offered that are specifically focused on career preparation and or preparation for work*
- *How these programs and classes are integrated with academic courses and how they support academic achievement*
- *How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*
- *The measurable outcomes of these programs and classes, and how they are evaluated*
- *State the primary representative of the district's CTE advisory committee and the industries represented on the committee*

Career Technical Education Participation (School Year 2013–14)

Measure	CTE Program Participation
Number of pupils participating in CTE	15
Percent of pupils completing a CTE program and earning a high school diploma	DPL
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	DPL

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	46
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

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

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

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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 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	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC

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.

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	11	NA	NA
Black or African American	2	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC
Asian	1	DPC	DPC
Filipino	0	DPC	DPC
Hispanic or Latino	4	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC
White	3	DPC	DPC
Two or More Races	1	DPC	DPC
Socioeconomically Disadvantaged	7	DPC	DPC
English Learners	1	DPC	DPC
Students with Disabilities	11	DPC	DPC

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	0	0	1	NA	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	NA	DPC	DPC	DPC	DPC	DPC

School Safety Plan – Most Recent Year

Hillsides and HEC Safety Plan

HEC follows the Hillsides campus safety plan. A safety committee meets 1x monthly and is comprised of representatives throughout the agency, including students/clients, and families. Safety includes campus based safety, student discipline procedures, emergency precautions, and so on. Hillsides maintains safety protocol on a variety of topics. Fire drills are run monthly, earthquake drills quarterly. HEC maintains locked entrance to buildings, and visitors needing to sign in for access to campus.

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	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met Graduation Rate	DPC	DPC

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement*	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

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.

Average Class Size and Class Size Distribution (Elementary)

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

* 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	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	4	0	0	12	4	0	0	12	4	0	0
Mathematics	12	4	0	0	12	4	0	0	12	4	0	0
Science	12	4	0	0	12	4	0	0	12	4	0	0
Social Science	12	4	0	0	12	0	0	0	12	4	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.

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	0	NA
Counselor (Social/Behavioral or Career Development)	4	14
Library Media Teacher (librarian)	1	83
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	1	N/A
Nurse	2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	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 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site		DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2013–14)

Funded Services

The Hillside Education Center is a Non-Public School. The bulk of funding for HEC comes from public school districts who refer students to HEC. Supplemental services, such as individual counseling, group counseling, parent coaching, speech services, and transportation are billed at an additional cost. HEC receives reimbursement for students who qualify from the federal lunch program. HEC also has a fundraising department that accesses grants and donations.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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

Advanced Placement Courses (School Year 2013–14)

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

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

* Where there are student course enrollments.

Professional Development – Most Recent Three Years

HEC Professional development

HEC has regular and on-going professional development. HEC builds in 5 pupil free days during their school year, and 10 minimum days in order to conduct training. In addition, teaching teams and clinical teams have regular meeting times (2x a month) where every 3rd meeting is focused on training and development. During the 2013-14 school year the core focus of training was reading implementation and reading intervention. Three workshops were held and coaching was conducted in order to improve in class reading intervention, and to develop a focused reading intervention program. One teacher was sent to specific reading trainings through the Wilson Reading program. In addition, Holt Literature, and Smart Board Technologies conducted trainings on their tools and implications of Common Core.

In addition to the reading training, HEC participated in mandatory annual trainings, including Pro-Act, First Aid, Sexual Harassment, Confidentiality, Blood-Born Pathogens, and agency policies and guidelines. On-going training on the HEC model of skill development are conducted at the start and middle of the year, supplemented by individual supervision.

Training is determined by student achievement, stakeholder survey, and state trends. For the 14-15 school year, self-care and understanding the effects of trauma on learning will be covered. For the 15-16 year, focus on Common Core implementation and instruction will be completed.