

Maidu High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Maidu High School
Street	3775 Richardson Drive
City, State, Zip	Auburn, CA 95602
Phone Number	530-885-8401
Principal	Rob Hitchcock
E-mail Address	rhitchco@puhsd.k12.ca.us
CDS Code	31668943130135

District Contact Information	
District Name	Placer Union High School District
Phone Number	(530) 886-4405
Superintendent	Dr. George Sziraki
E-mail Address	gsziraki@puhsd.k12.ca.us
Web Site	www.puhsd.k12.ca.us

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

Maidu High School is committed to providing a supportive learning environment where students and staff work together in a spirit of mutual respect and are provided opportunities to be creative and seek the resources necessary to attain academic and personal growth as a basis for lifelong learning. Maidu is the sole independent study high school operating under the leadership of the Placer Union High School District (PUHSD) and is one of six high schools which provide educational programs for approximately 4,000 students in the Placer Union High School District (PUHSD). Maidu High School was founded in 1980 as the Independent Study and home school movement began to gain in popularity. In 2010/11, Maidu High School began offering an online study component for its campus-based students, students who are enrolled on another district high school campus, and students accessing Maidu Online from a distant location. Maidu's enrollment for independent study and online courses reaches a maximum of approximately 150 students in the spring of each school year. Enrollment at Maidu is on a voluntary basis only. Many Maidu students enroll because they are seeking an alternative school program in which they could engage in credit recovery or credit acceleration. Maidu works with each student on an individual basis to provide opportunities for credit recovery and to offer academic support and intervention in reading and mathematics.

Maidu students choose independent study for a variety of reasons. Many Maidu students enroll because they have a specific desire to study independently; some have financial needs which requires ongoing employment; others want to engage in credit recovery or acceleration. Some students have engaged in independent study for a significant part of their previous education and choose to continue in this type of learning environment. Maidu teachers strive to provide educational opportunity and individualized, appropriate instruction and support services for each student to meet his or her academic goals. Academic services at Maidu include support and/or intervention for reading and/or algebra literacy, a-g University of California certified coursework, and individual assignments that challenge and encourage students while effectively addressing their learning style and academic level. Maidu also provides co-enrollment studies for students enrolled at one of the district's comprehensive campuses. Maidu also provides "Work Experience" credits for employed students, which requires the completion of a curriculum that encourages students to reflect upon and learn from their employment experience.

Instruction is primarily on a one-to-one basis with a student's assigned teacher ("academic advisor"). An increasing number of students engage in the online education program which offers both distance learning and blended online classes. "Blended" in this report refers to students who take a percentage of their classes online and a percentage in a traditional independent study format. Online / Blended Students interact with their teacher/advisor via Google Hangouts or other computer interactive devices. The academic advisor provides most and sometimes all core curriculum assignments and electives. Maidu also offers a variety of academic options, Through core subject specialists.

Many students see their academic advisors a minimum of once a week. Many students stay longer than their scheduled one-hour meeting time in order to study for and take assessments, complete assignments, attend specialist classes, meet with the Maidu math tutor, engage in intervention instruction, or participate in student leadership activities.

Mission Statement:

Maidu High is committed to providing a creative and supportive environment where students and staff are given opportunities to discover purpose, seek resources, and create experiences for learning and personal growth. This Mission is achieved by:

- Individualized Instruction including traditional and online applications
- Teacher / Student Relationships that transcend typical alignment
- Opportunities to expand and explore including: synchronized classes, field trips, A-G offerings (including labs)

Vision Statement:

Encompassed by rigor and exploration, Maidu High is symbolized by a two sided educational sword.

Our vision is to continue as a leader in regards to pioneering 21st Century learning. This commitment includes both Maidu and all PUHSD students and stakeholders.

Our vision must not lose focus on the dynamic that Maidu is an alternative high school that must offer career pathways, a variety of differentiated instructional applications, with intervention as a core value.

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

Grade Level	Number of Students
Grade 9	6
Grade 10	15
Grade 11	23
Grade 12	48
Total Enrollment	92

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.2
Asian	0
Filipino	0
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0
White	76.1
Two or More Races	6.5
Socioeconomically Disadvantaged	30.4
English Learners	0
Students with Disabilities	3.3
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	6	6	
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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

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

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

Year and month in which data were collected: 2015-12

Core curriculum textbooks are up-to-date, California standards-aligned and District Board adopted. The English-language arts and Integrated math textbooks are also California State Board of Education (SBE) adopted. There are sufficient textbooks available for each student to have his or her own book. Textbooks are purchased with Instructional Materials Funding Realignment Program (IMFRP) state categorical funds. IMFRP funds are also used to purchase supplemental curriculum materials.

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 17, 2013, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to have their own textbook and/or instructional materials (in core subjects) for each assigned course, for use in the classroom and to take home when necessary. All textbooks and instructional materials purchased and used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Maidu High School currently utilizes standards aligned textbooks and materials in all core classes. Maidu textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

The Board of Trustees adopted texts between 2004-2017 and on an as-needed basis. For a complete list of adopted textbooks in core subjects, please visit the district website at www.puhsd.us or contact 530-886-4406.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Mathematics	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Science	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Foreign Language	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Health	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Visual and Performing Arts	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
Science Laboratory Equipment (grades 9-12)	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Placer Union High School District makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Instruction. Inspections have been continuous. The results of this survey are available at the District Office at 13000 New Airport Road. In the spring of 2014, and again in 2015, a team of district administrators, members of the Board of Trustees, parents and students conducted a "Facility Walk," ensuring the facility met expected criteria. This practice will continue to occur on a regular basis.

Maidu High School provides a safe, clean and attractive facility. Maidu is part of the Educational Options campus, which employs one full-time school resource officer, one full day campus monitor, a full-time assistant principal, and a full-time principal.

Maidu teaching and support staff are on campus at 8:00 AM and custodial assistance is on campus nightly until 9:00 PM. The staff is diligent about monitoring visitors to the campus. All visitors must check in through the administrative office and wear a Visitor Pass.

Routine checks of the campus facilities take place to determine when repairs are necessary. District maintenance staff is able to maintain and repair minor gas leaks, the heating system, ventilation system, fire sprinklers, or air conditioning systems, electrical power failures, sewer line stoppages, broken windows or exterior doors or gates that will not lock and that pose a security risk, and structural damage creating a hazardous or uninhabitable condition.

Major pest or vermin infestation or abatement of hazardous materials is addressed through outside contractors. Maintenance and custodial staff also ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner to ensure that students are provided with a clean, safe, and functional learning environment.

The school site was remodeled with a substantial building addition in 2001 to house Maidu High School. Prior to that time Maidu was housed in a portable building in the same location as the new building. The campus is well maintained and receives attention on a daily basis.

Maidu has experienced leakage during heavy winter storms; PUHSD Maintenance Staff investigated, and finding what they believe was the causation. During the summer of 2013, a long persistent roof leaking problem was diagnosed and repaired. During the first run of storms in the fall of 2013, there was no evidence of leakage.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2017 - 1				
System Inspected	Repair Status			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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017 - 1				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	56	47	75	78	48	48
Mathematics (grades 3-8 and 11)	5	10	47	51	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	33	89.19	46.88
Male	17	15	88.24	42.86
Female	20	18	90	50
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	27	24	88.89	47.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.44	50
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	31	83.78	9.68
Male	17	14	82.35	7.14
Female	20	17	85	11.76
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	27	22	81.48	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	15	83.33	13.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66	58	71	71	56	54

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

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

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

Career Technical Education Programs (School Year 2016-17)

Placer Union High School District offers sequenced CTE courses that create clear CTE programs at each District high school. These programs are supported by the four core academic areas: English, math, science, and social studies. District CTE programs address the eleven industry sectors identified by CDE. Maidu High offers Career Cruising to help with facilitation of career choices for students. As an Independent Study School Maidu does not offer CTE classes, however we do have students co-enrolled at other district campuses and the County Office of Education in ROP classes.

CTE classes offered through ROP, and/or Adult Education, may be eligible for college credit through the District's Tech Prep articulation with the local Community College. In addition, a coherent sequence of courses allows students to move through foundation, intermediate, capstone, and related courses in an organized manner; this facilitates student mastery of standards, and allows students to select related courses from another program in the industry sector.

The District CTE representative is Mr. Gregg Ramseth.

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	94.79
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	6.17

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Maidu High School uses a variety of strategies to solicit and encourage parent involvement. Maidu administration and staff understand that parents are critical partners in the educational process of their students and in the ongoing process of continuous school improvement. As such, ongoing communication with parents informs them of the ways in which they can be actively involved at Maidu High School. Parents are also informed regarding school activities as well as information regarding grading, campus presentations, community events that address issues of parenting, education, and assistance with teens and families.

Specifically, parents are informed regarding school involvement in the following ways:

- School Messenger is used for group phone calls to all student families and staff or to selected student groups and their parents/guardians.
- Parent phone calls and e-mails are returned in a timely manner.
- All teachers provide their e-mail addresses and phone extensions for parents and students.
- Phone extensions and e-mail addresses for all staff are routinely printed in the parent newsletter as well as being posted on the school's website.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	10.9	10.9	4.8	3.5	2.8	2.8	11.5	10.7	9.7
Graduation Rate	82.81	76.56	86.9	94.12	94.11	94.62	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	100	95.45	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	100	92.86	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	93.08	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	95.39	90.99
Two or More Races	100	98.51	90.59
Socioeconomically Disadvantaged	94.74	94.94	85.45
English Learners	50	70.59	55.44
Students with Disabilities	100	80	63.9
Foster Youth	0	66.67	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	0.0	0.0	5.9	4.7	5.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.5	0.4	0.6	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Maidu High School has a comprehensive School Safety Plan in accordance with California State Education Code. The latest plan was adopted in the spring 2018 by the School Site Council and the elected members of the Board of Trustees of the Placer Union High School District. The Safety Plan is reviewed annually. This review with the planning committee includes annual goal setting. Maidu as part of the Lynn MacDonald Education Center (which includes the Placer School for Adults, Transition to Adult Living, and PCOE Special Day Program) have adopted a joint school Safe Schools Plan. The School Safety Plan addresses all aspects required by the Education Code, including ingress and egress, identification of students and staff, procedures for fire drills and lock-down situations, secondary gathering places in emergency situations, communication capabilities, and first aid procedures.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				5	34			4	22			
Mathematics				5	12			5	8			
Science				5	10			3	8			
Social Science				4	29			5	16			

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.08	115
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	.15	N/A
Social Worker	.07	N/A
Nurse	.07	N/A
Speech/Language/Hearing Specialist	.06	N/A
Resource Specialist	0	N/A
Other	N/A	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,516	\$143	\$9,373	\$71,631
District	N/A	N/A	\$10,627	\$72,405
Percent Difference: School Site and District	N/A	N/A	-11.8	-1.1
State	N/A	N/A	\$10,795	\$71,623
Percent Difference: School Site and State	N/A	N/A	-13.2	0.0

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

Types of Services Funded (Fiscal Year 2016-17)

LCAP Funding to support tutorial programs, small group instruction, Tier III funding (IMFRP; SB1802; GATE; ; Special Education);

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,577	\$46,060
Mid-Range Teacher Salary	\$66,015	\$70,769
Highest Teacher Salary	\$90,829	\$98,039
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$134,756	\$127,576
Superintendent Salary	\$212,454	\$170,379
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	8%	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 2016-17)

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 of at least one student.

Professional Development (Most Recent Three Years)

The focus of all professional development is to improve student achievement as supported through the Professional Learning Community (PLC) model of ongoing formative assessment and targeted instruction. Maidu's ongoing focus is to increase a-g qualified student graduated, increase CAASPP assessment scores in English-language arts, and mathematics. Maidu has engaged in ongoing professional training and coaching on effective teaching strategies. In spring 2009, Maidu began implementing the PLC (Professional Learning Community) collaborative process as a means to standardize course content and assessments in order to more effectively monitor student achievement and engage in targeted instruction when necessary. PLC meetings take place most Monday afternoons with training throughout the year offered through the Placer County Office of Education (PCOE) and the Placer Union High School District (PUHSD). PLCs focus on identification of essential learning outcomes expected of all students, common core assessments including formative assessments which are used to identify student learning deficits and effectively target these for intervention instruction. The PLC process is designed to effectively identify student strengths and weaknesses and also are used to identify strong teaching strategies. The PLC process is data driven and focused on student achievement.

Focus:

Currently, Maidu staff is working on implementing structured collaborative discussions with students in order to ensure student centered learning, facilitate conversations, and promote student collaboration. This need was established from data on the CAASPP which showed a need for growth in the areas of listening and speaking and is also supported at the district level. Maidu is working on two additional focus areas: literacy strategies and student engagement. These needs were established through staff collaboration in meetings as well as data from writing samples (an all school write). Further, Maidu will be undergoing restructuring. There will be a two-stranded program with one strand working in a truly independent structure, operation asynchronously, online in a blended learning environment. The second strand will be a personalized approach that will be guided by Personal Learning Plans (PLPs) and will reflect the academic, emotional, and health needs of the individual students. Both strands will be guided by a school charter.

Methods:

Professional development is delivered to teachers at all day district in-service days as well as Professional Learning Community (PLC) meetings. AL

Support:

Teachers are supported both in a group setting (PLCs) and individually through the help of the "Curriculum and Instruction" (C&I) coordinator. District "Instructional Coaches" are also available for one-on-one coaching support. AL