

ISANA Himalia Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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.

Debby Prado, Principal

 Principal, ISANA Himalia Academy

About Our School

ISANA Himalia Academy opened in the Fall of 2017 to operate a high quality school in the historically underserved area of South Los Angeles. The mission of ISANA Himalia Academy is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we enroll students from communities in need. The community surrounding ISANA Himalia Academy is growing rapidly and is highly impacted. On average, 100% of the surrounding community's students qualify for the free or reduced lunch program, and 41% of the students are English Learners. The community is mostly Latino.

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities. ISANA Himalia Academy is modeled after ISANA Academies, which have a reputation for high academic standards, experienced and caring staff members as well a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence will be nonnegotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences will prevail. They benefit from an environment where parents and teachers will work in partnership to meet student achievement goals.

Contact

ISANA Himalia Academy
5100 South Broadway Ave.
Los Angeles, CA 90037-3837

Phone: 323-945-3685
Email: dprado@isanaacademies.org

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | SBE - Celerity Himalia |
| Phone Number | (310) 904-2012 |
| Superintendent | Nadia Shaiq |
| Email Address | nshaiq@isanaacademies.org |
| Website | https://isanaacademies.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | ISANA Himalia Academy |
| Street | 5100 South Broadway Ave. |
| City, State, Zip | Los Angeles, Ca, 90037-3837 |
| Phone Number | 323-945-3685 |
| Principal | Debby Prado, Principal |
| Email Address | dprado@isanaacademies.org |
| Website | https://isanaacademies.org/ |
| County-District-School (CDS) Code | 19770810135954 |

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

Mission

The mission of ISANA Himalia Academy is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

Vision

ISANA Himalia Academy will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

Mutual Respect

ISANA Himalia Academy will foster a culture of mutual respect that builds trust and engages students in learning.

Qualified Teachers and Paraprofessionals

Teachers and paraprofessionals will meet ESSA standards as qualified.

Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students' success.

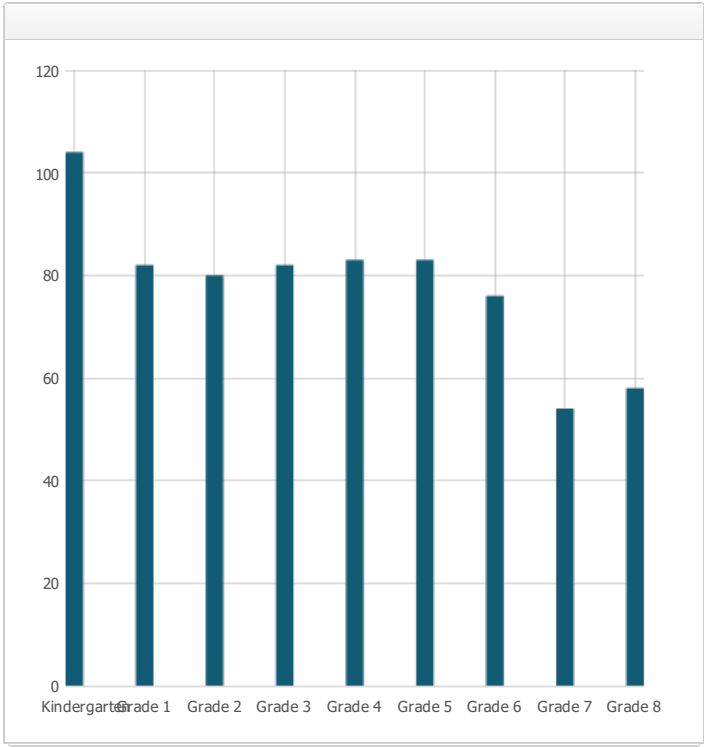
Respect and Diversity

ISANA Himalia Academy will be an inclusive community, in which people from different cultural, ethnic, racial, and religious backgrounds learn, live and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 104 |
| Grade 1 | 82 |
| Grade 2 | 80 |
| Grade 3 | 82 |
| Grade 4 | 83 |
| Grade 5 | 83 |
| Grade 6 | 76 |
| Grade 7 | 54 |
| Grade 8 | 58 |
| Total Enrollment | 702 |



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.60 % |
| American Indian or Alaska Native | % |
| Asian | % |
| Filipino | 0.30 % |
| Hispanic or Latino | 99.00 % |
| Native Hawaiian or Pacific Islander | % |
| White | % |
| Two or More Races | % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 97.70 % |
| English Learners | 40.60 % |
| Students with Disabilities | 5.30 % |
| Foster Youth | 0.40 % |
| Homeless | % |

A. Conditions of Learning

State Priority: Basic

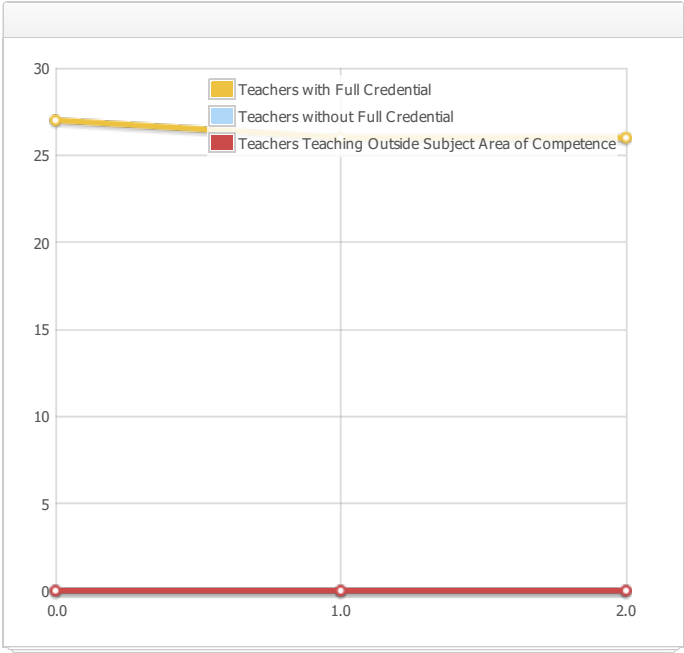
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

ISANA Himalia operates within LAUSD boundaries. District data shown below is LAUSD.

| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 27 | 26 | 26 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

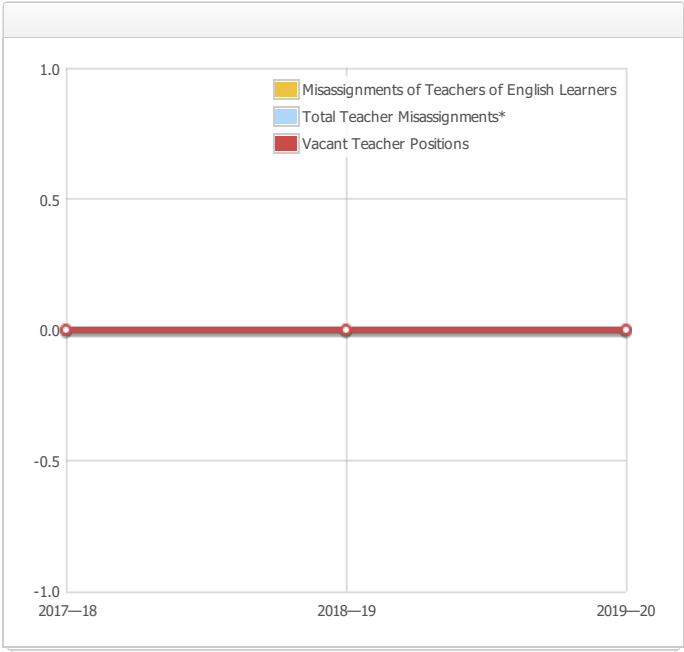


Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

ISANA Himalia Academy opened in the Fall of 2017.

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| 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: 1/23/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Houghton Mifflin Harcourt: Journeys Common Core 2014 for grades K-6 Houghton Mifflin Harcourt: Holt McDougal (HMD) Literature 2012 for grades 7-8 | Yes | 0.00 % |
| Mathematics | Pearson: enVision Math California Common Core 2015 for grades K-6 Pearson: California Digits 2015 for grades 7-8 | Yes | 0.00 % |
| Science | Delta Education: FOSS Kits 3rd Edition for grades K-4 Amplify Science for grades 5-8 | Yes | 0.00 % |
| History-Social Science | Houghton Mifflin Harcourt: World History Ancient Civilizations, Grade 6 Mcdougal Littell: Medieval And Early Modern Times, Grade 7 Mcdougal Littell: Creating America Beginnings Through WWI, Grade 8 | Yes | 0.00 % |
| Foreign Language | N/A | | 0.00 % |
| Health | N/A | | 0.00 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/23/2020

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that all schools are clean, safe, and functional at all times. In our continuing effort to stay in "good" standing, our operations department utilizes the State of California Facility Inspection Tool (FIT) form for all site inspections. For information on the results of the latest survey completed please contact John Vargas by email at jvargas@isanaacademies.org. Improvements will be made for increased learning achievements and based on budget availability.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

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

Last updated: 1/31/2020

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

ISANA Himalia Academy opened in the Fall of 2017.

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 51.17% | 40.14% | | | 50% | 50% |
| Mathematics (grades 3-8 and 11) | 41.83% | 35.27% | | | 38% | 39% |

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.

Note: ELA and 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.

Last updated: 1/23/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 433 | 431 | 99.54% | 0.46% | 40.14% |
| Male | 230 | 229 | 99.57% | 0.43% | 37.12% |
| Female | 203 | 202 | 99.51% | 0.49% | 43.56% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 428 | 428 | 100.00% | 0.00% | 39.95% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | | | | | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 423 | 423 | 100.00% | 0.00% | 39.95% |
| English Learners | 295 | 294 | 99.66% | 0.34% | 32.65% |
| Students with Disabilities | 34 | 33 | 97.06% | 2.94% | 6.06% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | | | | | |

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.

Last updated: 1/23/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 433 | 431 | 99.54% | 0.46% | 35.27% |
| Male | 230 | 228 | 99.13% | 0.87% | 37.28% |
| Female | 203 | 203 | 100.00% | 0.00% | 33.00% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 428 | 427 | 99.77% | 0.23% | 35.36% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | | | | | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 423 | 422 | 99.76% | 0.24% | 35.55% |
| English Learners | 295 | 295 | 100.00% | 0.00% | 31.86% |
| Students with Disabilities | 34 | 33 | 97.06% | 2.94% | 3.03% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | | | | | |

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.

Last updated: 1/23/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/23/2020

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 area of physical education

California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 18.50% | 4.90% | 2.50% |
| 7 | 13.00% | 7.40% | 5.60% |

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/23/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents will be actively engaged in the development of the school as members of the Site-based Management Council.

Prior to the enrollment of a student, the parent(s) and the student will meet with the principal.

Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.

Parents will be encouraged to volunteer time to support the school and to participate as mentors.

Parent-teacher conferences will take place twice per year, and as needed.

There are several types of parent meetings parents can attend: General Parent Meetings, Parent Advisory Council, School Site Council, District English Learner Advisory Council, PTO meetings and parent workshops.

State Priority: Pupil Engagement

Last updated: 1/23/2020

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

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

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

ISANA Himalia Academy opened in the Fall of 2017.

| Rate | School 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | -- | 0.00% | 0.80% | -- | 0.00% | 0.80% | 3.60% | 3.50% | 3.50% |
| Expulsions | -- | 0.00% | 0.00% | -- | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The Standardized Emergency Management System (SEMS) provides for a fully integrated and coordinated multiple level responses to multi-agency, multijurisdictional emergencies. SEMS is based on the Incident Command System (ICS). ICS has five primary functions: Command/management, operations, planning/intelligence, logistics and finance/administration

All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All ISANA Himalia Academy employees automatically become Civil Defense Workers upon declaration of a disaster or state of emergency.

The emergency plan was created to assist the administration and staff members should a disaster occur.

The first and foremost objective is safety of the site's students and personnel.

Teachers are required to inform their students about the safety procedures and practice them frequently.

Last updated: 1/23/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

ISANA Himalia Academy opened in the Fall of 2017.

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | | 4 | |
| 1 | 18.00 | 4 | | |
| 2 | 20.00 | 3 | 1 | |
| 3 | 26.00 | | 3 | |
| 4 | 27.00 | | 3 | |
| 5 | 30.00 | | 3 | |
| 6 | 36.00 | | 2 | |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 26.00 | | 4 | |
| 1 | 16.00 | 5 | | |
| 2 | 16.00 | 5 | | |
| 3 | 27.00 | | 3 | |
| 4 | 28.00 | | 3 | |
| 5 | 27.00 | | 3 | |
| 6 | 25.00 | | 3 | |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

ISANA Himalia Academy opened in the Fall of 2017.

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 22.00 | 1 | 3 | |
| Mathematics | 23.00 | 1 | 3 | |
| Science | 23.00 | 1 | 3 | |
| Social Science | 22.00 | 1 | 3 | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 28.00 | | 4 | |
| Mathematics | 28.00 | | 4 | |
| Science | 28.00 | | 4 | |
| Social Science | 28.00 | | 4 | |

* 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: 1/27/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 702.00 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/27/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.00 |
| Social Worker | |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 3.00 |
| Other | |

*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: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

ISANA Himalia Academy opened in the Fall of 2017.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$12770.69 | \$5069.68 | \$7701.00 | \$59999.30 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7506.64 | \$82403.00 |
| Percent Difference – School Site and State | N/A | N/A | -3.00% | -31.00% |

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

*Last updated: 1/31/2020***Types of Services Funded (Fiscal Year 2018—19)**

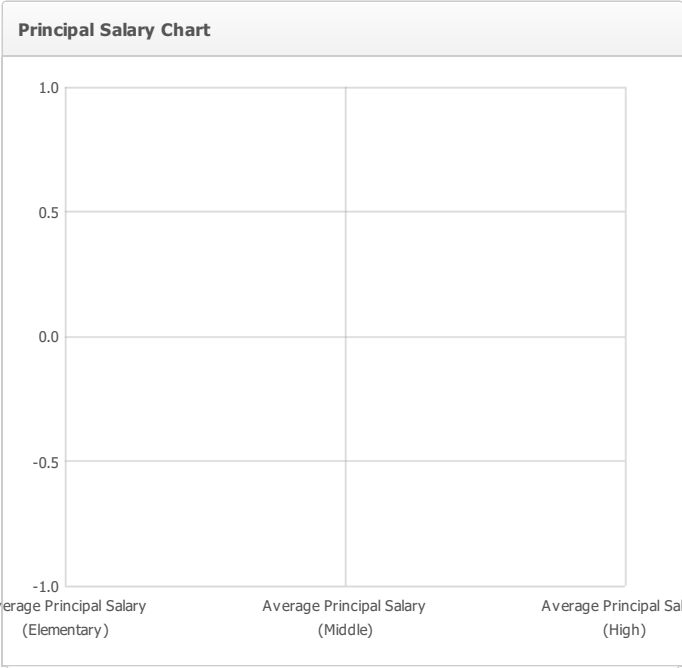
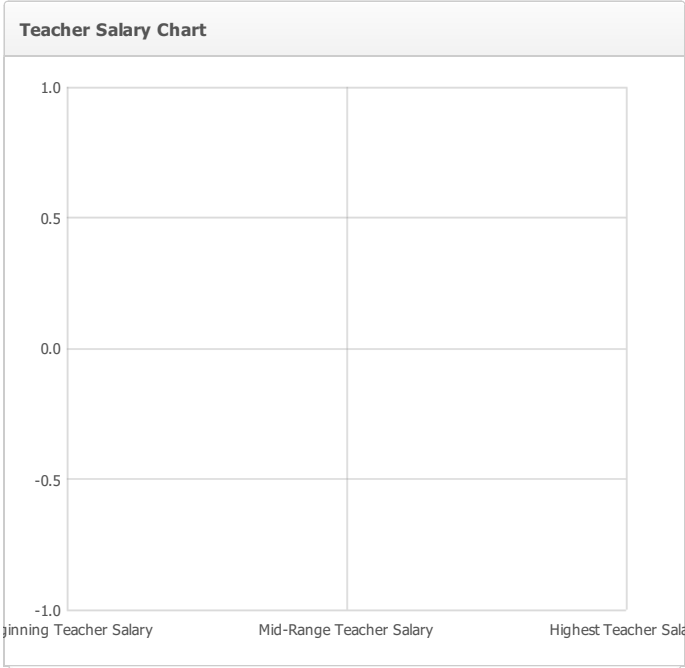
Unrestricted Lottery
 Restricted Lottery
 Education Protection Account (EPA)
 Title I
 Title II
 Title III
 Charter School Facilities (SB740)
 Special Education (AB602)
 Special Ed Federal (IDEA)
 SPED Mental Health
 ASES
 Federal Child Nutrition
 State Child Nutrition

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | -- | \$48,612 |
| Mid-Range Teacher Salary | -- | \$74,676 |
| Highest Teacher Salary | -- | \$99,791 |
| Average Principal Salary (Elementary) | -- | \$125,830 |
| Average Principal Salary (Middle) | -- | \$131,167 |
| Average Principal Salary (High) | -- | \$144,822 |
| Superintendent Salary | -- | \$275,796 |
| Percent of Budget for Teacher Salaries | -- | 34.00% |
| Percent of Budget for Administrative Salaries | -- | 5.00% |

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



Last updated: 1/31/2020

Professional Development

| Measure | 2017–18 | 2018–19 | 2019–20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 14 | 19 |