

# ISANA Octavia Academy

## School Accountability Report Card Reported Using Data from the 2017—18 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.

## Bridgett Henry, Principal

 Principal, ISANA Octavia Academy

### About Our School

ISANA Octavia Academy operates a high quality school in the historically underserved area of Northeast Los Angeles. The mission of ISANA Octavia 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 Octavia Academy is growing rapidly and is highly impacted. The school opened in September 2010 with 142 students in Kindergarten through fifth grade and has grown each year; 408 students from Transitional Kindergarten through eighth grade were enrolled by the end of the 2017-18 school year. More than 85% of the community's students qualify for the free or reduced lunch program; 39.9% of the children are English Learners. The community is mostly Latino (84.7%) and Filipino (9.7%).

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities. ISANA Octavia Academy has developed a reputation for high academic standards, experienced and caring staff members, as well as a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence are non-negotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences prevail. They benefit from an environment where parents and teachers work in partnership to meet student achievement goals. We are proud that our resulting state test scores have consistently outperformed those of neighboring schools, the district, and the state.

### Contact

*ISANA Octavia Academy*  
3010 Estara Ave.  
Los Angeles, CA 90065-2205

Phone: 323-344-3622  
E-mail: [bhenry@sanaacademies.org](mailto:bhenry@sanaacademies.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>E-mail Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	ISANA Octavia Academy
<b>Street</b>	3010 Estara Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90065-2205
<b>Phone Number</b>	323-344-3622
<b>Principal</b>	Bridgett Henry, Principal
<b>E-mail Address</b>	<a href="mailto:bhenry@isanaacademies.org">bhenry@isanaacademies.org</a>
<b>Web Site</b>	<a href="http://isanaacademies.org">http://isanaacademies.org</a>
<b>County-District-School (CDS) Code</b>	19647330122655

*Last updated: 1/28/2019*

### School Description and Mission Statement (School Year 2018—19)

#### Mission

The mission of ISANA Octavia 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 Octavia 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 know ledge, 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 Octavia 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.

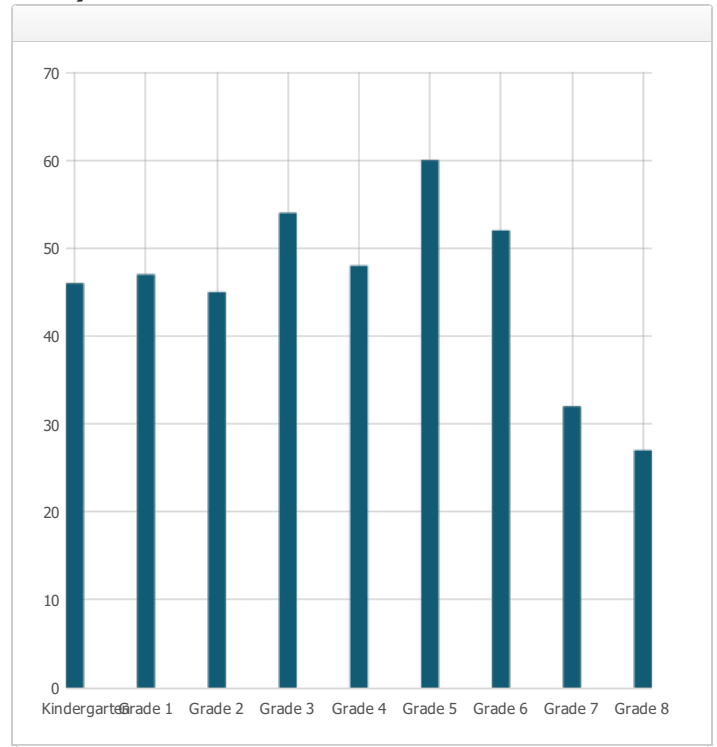
#### Respect and Diversity

ISANA Octavia 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: 1/28/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	46
Grade 1	47
Grade 2	45
Grade 3	54
Grade 4	48
Grade 5	60
Grade 6	52
Grade 7	32
Grade 8	27
Total Enrollment	411



Last updated: 1/28/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	0.5 %
Asian	1.2 %
Filipino	9.7 %
Hispanic or Latino	84.7 %
Native Hawaiian or Pacific Islander	%
White	1.5 %
Two or More Races	%
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.1 %
English Learners	39.9 %
Students with Disabilities	9.0 %
Foster Youth	0.0 %

# A. Conditions of Learning

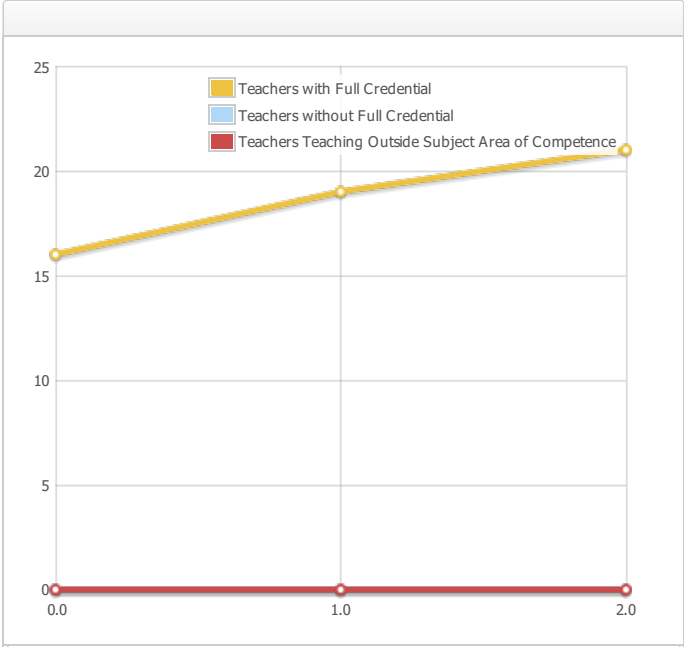
## State Priority: Basic

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

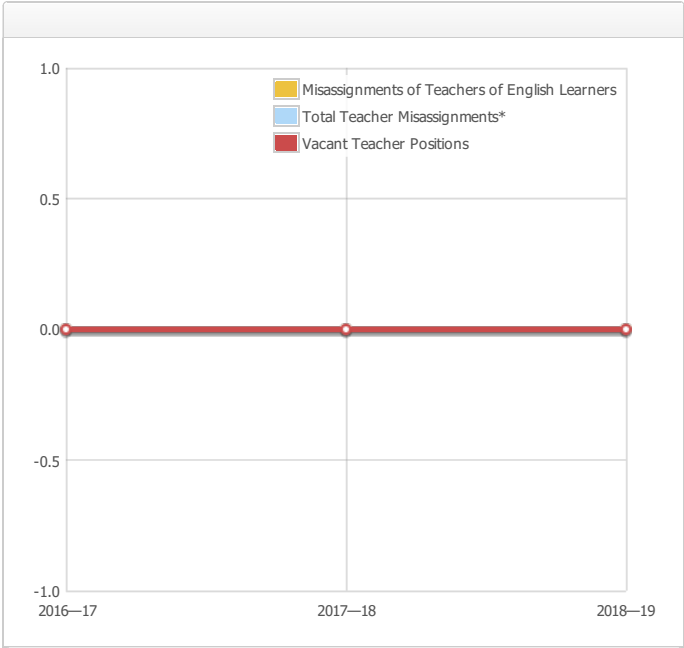
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	19	21	24740
Without Full Credential	0	0	0	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 1/31/2019

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/28/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Houghton Mifflin Harcourt: Journeys Common Core 2014-2017 for grades K-6 Houghton Mifflin Harcourt: Holt McDougal (HMD) Literature 2012 for grades 7-8	Yes	0.0 %
Mathematics	Pearson: enVision Math California Common Core 2015 for grades K-6 Pearson: California Digits 2015 for grades 7-8	Yes	0.0 %
Science	Delta Education: FOSS Kits 3rd Edition for grades K-5 CPO Science: CPO Science Kits for Grades 6-8		0.0 %
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	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
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: 1/28/2019

**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 Director of Facilities 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](mailto:jvargas@isanaacademies.org).

Improvements will be made for increased learning achievements and based on budget availability.

*Last updated: 1/28/2019*

**School Facility Good Repair Status**

Year and month of the most recent FIT report: January 2019

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

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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*Last updated: 2/1/2019*

## 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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	54.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	49.0%	30.0%	32.0%	37.0%	38.0%

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

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: 1/10/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	272	99.63%	54.41%
Male	116	115	99.14%	47.83%
Female	157	157	100.00%	59.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	30	29	96.67%	86.21%
Hispanic or Latino	232	232	100.00%	49.57%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	232	232	100.00%	53.88%
English Learners	167	166	99.40%	48.80%
Students with Disabilities	26	26	100.00%	11.54%
Students Receiving Migrant Education Services				
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.

*Last updated: 1/10/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	273	100.00%	49.45%
Male	116	116	100.00%	44.83%
Female	157	157	100.00%	52.87%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	30	30	100.00%	93.33%
Hispanic or Latino	232	232	100.00%	43.10%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	232	232	100.00%	49.14%
English Learners	167	167	100.00%	46.71%
Students with Disabilities	26	26	100.00%	11.54%
Students Receiving Migrant Education Services				
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.

*Last updated: 1/10/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/10/2019*

# 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 2017–18)

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	22.0%	8.5%	--
7	15.2%	18.2%	9.1%

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.

*Last updated: 1/10/2019*

## 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 2018—19)

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

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

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

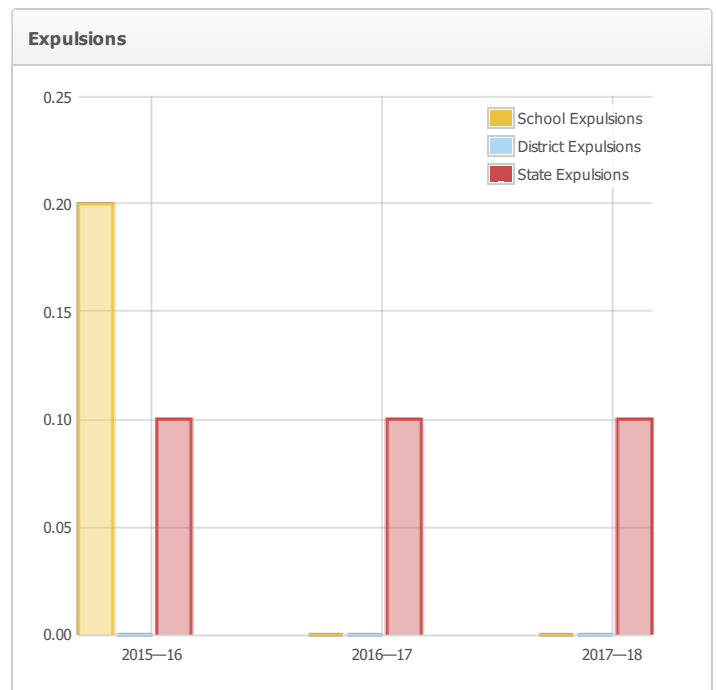
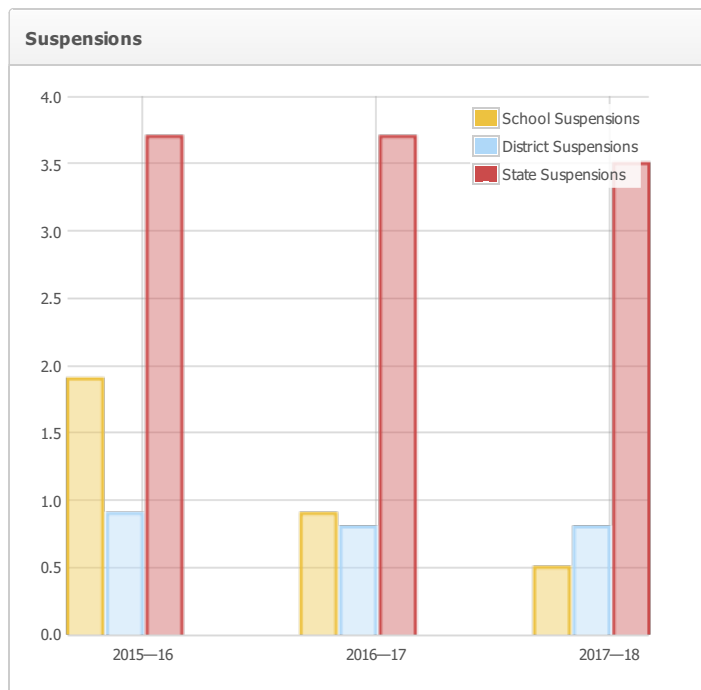
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.9%	0.9%	0.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2019

## School Safety Plan (School Year 2018—19)

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 Octavia 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.



## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	19.0	3		
2	29.0		2	
3	30.0		2	
4	20.0	2	1	
5	20.0	1	1	
6	32.0		1	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	2	
1	22.0		2	
2	29.0		2	
3	27.0		2	
4	29.0		2	
5	28.0		2	
6	30.0		1	
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	23.0		2	
1	24.0		2	
2	24.0		2	
3	27.0		2	
4	24.0		2	
5	30.0		2	
6	26.0		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.

Last updated: 1/31/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0		1	1
Mathematics	31.0		1	1
Science	31.0		1	1
Social Science	31.0		1	1

\* 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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0		2	
Mathematics	29.0		2	
Science	29.0		2	
Social Science	29.0		2	

\* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	15.0		2	
Mathematics	15.0		2	
Science	15.0		2	
Social Science	15.0		2	

\* 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: 1/31/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

*Last updated: 1/24/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10920.9	\$4216.0	\$6704.9	\$69696.1
District	N/A	N/A	\$7543.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	-12.0%	-7.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-6.0%	-15.0%

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

*Last updated: 2/1/2019*

**Types of Services Funded (Fiscal Year 2017—18)**

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

*Last updated: 1/24/2019*

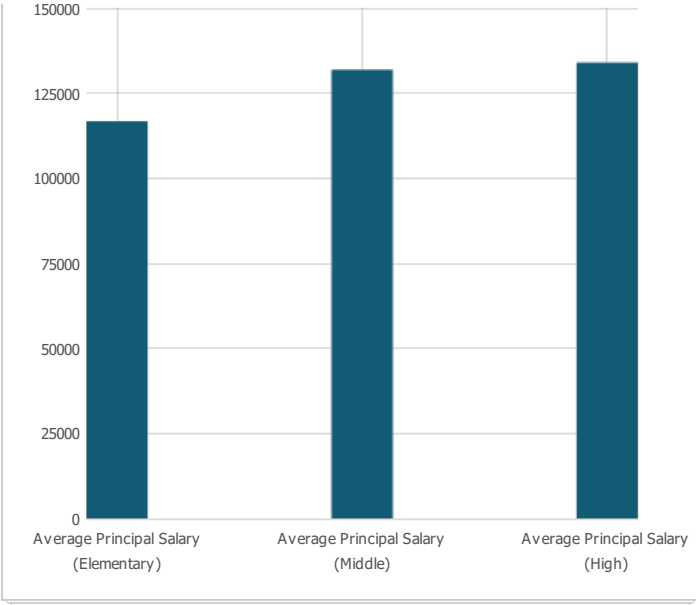
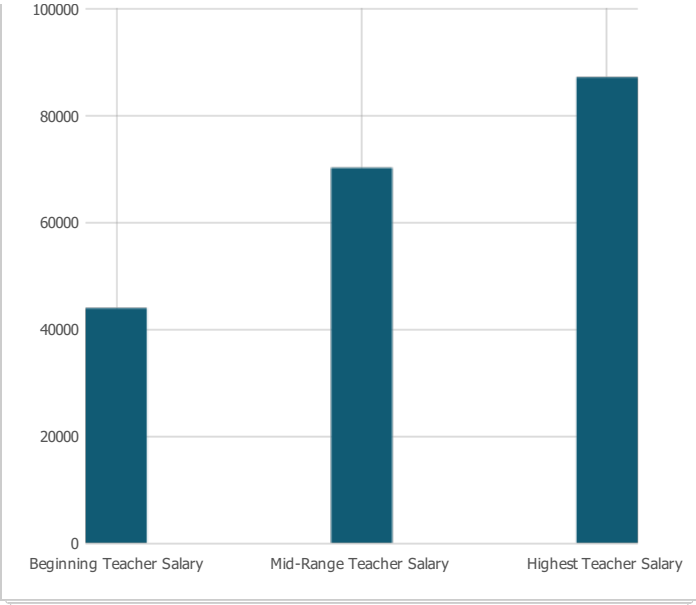
**Teacher and Administrative Salaries (Fiscal Year 2016—17)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 1/10/2019

**Professional Development**

Prior to the beginning of every academic year there will be ten days of paid faculty training aimed at developing standards-based curriculum guidelines and lesson plans.

There will also be four additional "Professional Development Days", throughout the year to be held as follow up sessions. These opportunities provide the staff to meet together for a full school day to work on creating thematic and integrated lesson plans.

Teachers will also meet every Wednesday at the end of the school day to prepare for common planning, analyzing of student work and to evaluate status of targeted goals identified on prior full day professional development days.

Last updated: 1/10/2019