

# Classical Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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



### Kenna Molina, Principal

Principal, Classical Academy

#### About Our School

It is my pleasure to serve as Principal of The Classical Academy, a TK-8 tuition free public charter school in Escondido, CA. We invite you to visit our website, or come in for a tour of our facility to see and experience our unique school community! We offer numerous programming options to meet specific student needs. This personalized learning approach, coupled with our commitment to Partnering with Parents, makes The Classical Academy a wonderful place to be! Please come see for yourself!

#### Contact

*Classical Academy  
2950 South Bear Valley Pkwy.  
Escondido, CA 92025-7446*

*Phone: 760-546-0101  
E-mail: [kmolina@classicalacademy.com](mailto:kmolina@classicalacademy.com)*

# About This School

## Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) |  |
|--|--|
| <b>District Name</b>                               | Escondido Union  |
| <b>Phone Number</b>                                | (760) 432-2400   |
| <b>Superintendent</b>                              | Luis Rankins-Ibarra                                    |
| <b>E-mail Address</b>                              | <a href="mailto:libarra@eusd.org">libarra@eusd.org</a> |
| <b>Web Site</b>                                    | <a href="http://www.eusd.org">http://www.eusd.org</a>  |

| School Contact Information (School Year 2016-17) |  |
|--|--|
| <b>School Name</b>                               | Classical Academy  |
| <b>Street</b>                                    | 2950 South Bear Valley Pkwy.   |
| <b>City, State, Zip</b>                          | Escondido, Ca, 92025-7446  |
| <b>Phone Number</b>                              | 760-546-0101   |
| <b>Principal</b>                                 | Kenna Molina, Principal  |
| <b>E-mail Address</b>                            | <a href="mailto:kmolina@classicalacademy.com">kmolina@classicalacademy.com</a> |
| <b>Web Site</b>                                  | <a href="http://www.classicalacademy.com">http://www.classicalacademy.com</a>  |
| <b>County-District-School (CDS) Code</b>         | 37680986116776   |

*Last updated: 1/10/2017*

## School Description and Mission Statement (School Year 2016-17)

### ABOUT US

The Classical Academies is an organization of award-winning, tuition-free, Certified California Public Charter Schools serving North San Diego County since 1999. With over 4,000 K-12 students at campuses in Escondido, Vista, Oceanside, and Online, the schools are making a tremendous impact as they reinvent public education.

Each campus offers a flexible, personalized educational environment that blends the best of independent study and the traditional classroom experience. Options range from blended in-seat and independent study programs to full-time independent study programs. The hybrid programs are uniquely designed to encourage students to explore their interests, accommodate their learning style and reach their maximum potential by becoming thinkers, communicators, and achievers.

In addition to rigorous academics, small class sizes, and an acclaimed character education program students are invited to participate in a variety of extracurricular activities and clubs, such as musical theater, choir, robotics, art, sports, and more.

The Classical Academies provide a rare educational option that is open to all students in San Diego County.

### MISSION & VISION

#### Mission Statement

The Mission of The Classical Academies is to partner with families to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice.

#### Purpose

Partner with parents to inspire and educate students

**Motto**

"Partnering with Parents for quality education" and "Partnering with Parents"

**Vision Statement**

To passionately serve, respectfully communicate, and joyfully partner for student success

**Values (THRIVE)**

- The student's best interest is the focus of our academic program with the parent taking responsibility as the primary educator.
- Honor the importance of character development.
- Rigor and relevance is personalized, acknowledging that all learn differently.
- Invest the time needed to help all students achieve academic excellence.
- Visual and performing arts, technology, and extra curricular activities contribute to a well-rounded student.
- Every parent partnership starts with trust, builds on collaboration, and culminates with accountability.

**Culture Points**

Passion, Communication, Impact, Judgment

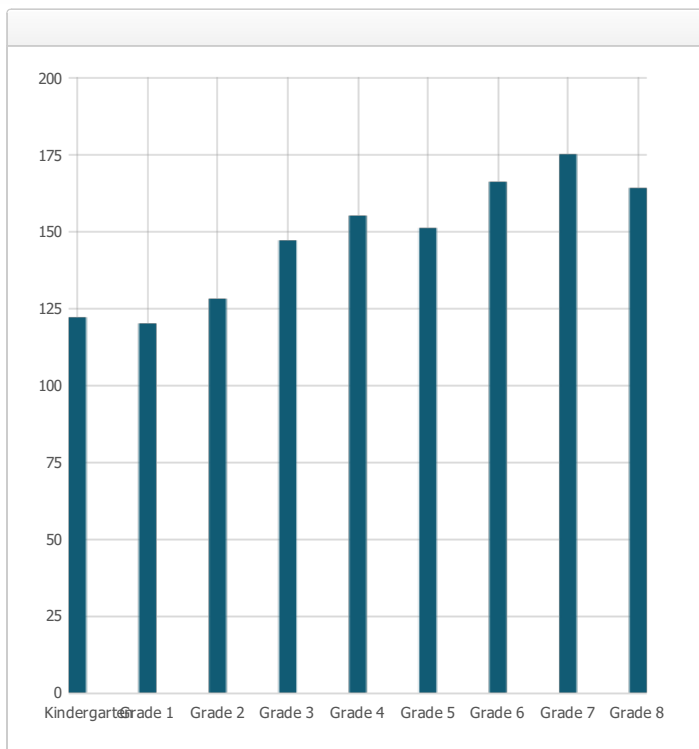
**Goal**

Every student graduates as an exceptional thinker, communicator, and achiever with our personalized learning programs impacting local, state, and national educational options.

*Last updated: 1/10/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 122                |
| Grade 1                 | 120                |
| Grade 2                 | 128                |
| Grade 3                 | 147                |
| Grade 4                 | 155                |
| Grade 5                 | 151                |
| Grade 6                 | 166                |
| Grade 7                 | 175                |
| Grade 8                 | 164                |
| <b>Total Enrollment</b> | <b>1329</b>        |



*Last updated: 1/10/2017*

### Student Enrollment by Student Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.5 %                       |
| American Indian or Alaska Native    | 0.0 %                       |
| Asian                               | 3.8 %                       |
| Filipino                            | 0.0 %                       |
| Hispanic or Latino                  | 17.5 %                      |
| Native Hawaiian or Pacific Islander | 0.1 %                       |
| White                               | 67.9 %                      |
| Two or More Races                   | 8.6 %                       |
| Other                               | 1.6 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 18.1 %                      |
| English Learners                    | 1.3 %                       |
| Students with Disabilities          | 5.0 %                       |
| Foster Youth                        | 0.0 %                       |

*Last updated: 1/10/2017*

## A. Conditions of Learning

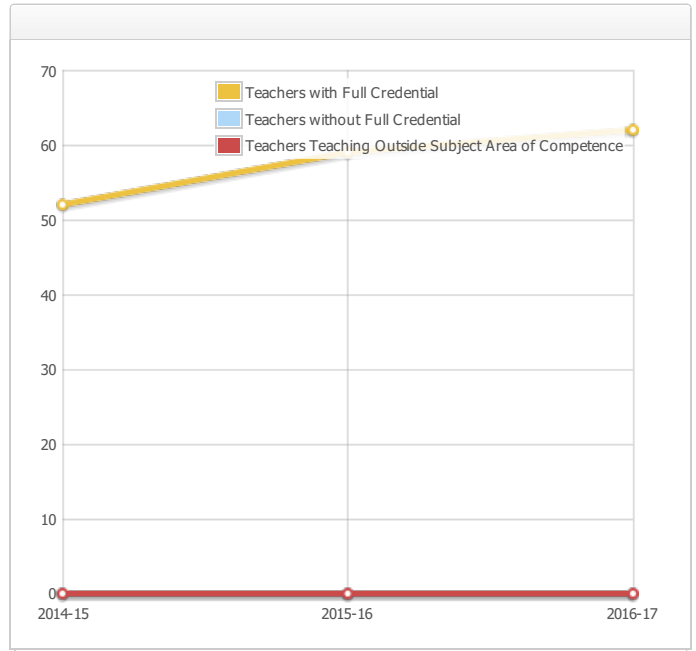
### State Priority: Basic

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

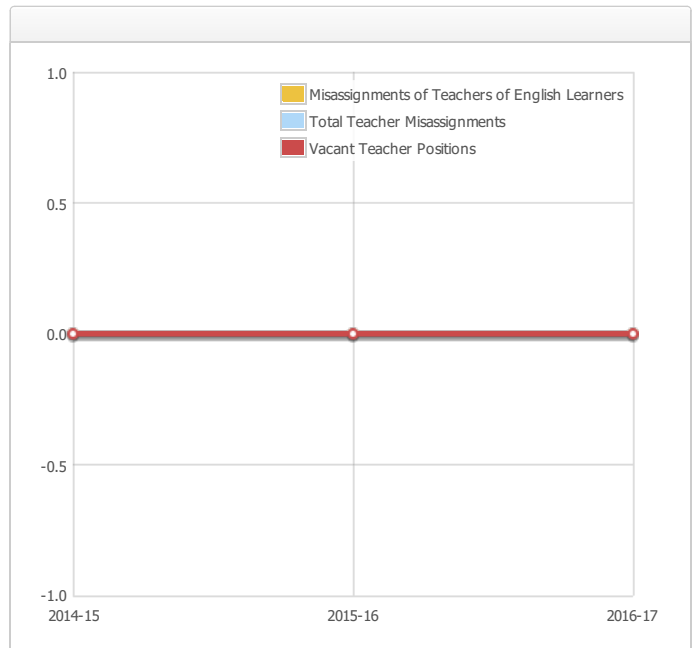
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential  | 52      | 59      | 62      |          |
| Without Full Credential   | 0       | 0       | 0       |          |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       |          |



Last updated: 1/27/2017

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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: 1/27/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| <b>Location of Classes</b>       | <b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b> | <b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b> |
|----------------------------------|---|---|
| This School                      | 92.0%   | 8.0%  |
| All Schools in District          | 100.0%  | 0.0%  |
| High-Poverty Schools in District | 100.0%  | 0.0%  |
| Low-Poverty Schools in District  | 97.0%   | 3.0%  |

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

*Last updated: 1/13/2017*

## School Facility Conditions and Planned Improvements

Annually in July the Director of Facilities evaluates the school buildings to ensure they are great places for students to think, communicate, and achieve. The Director and his crew pay close attention to the details in each location knowing that maintenance annually allows for repairs to refresh and update the facility if needed. General maintenance was accomplished that included: painting, cleaning carpets, and small repairs to furniture and fixtures. No major repairs were required.

*Last updated: 1/24/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

| 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 2017

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 1/24/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject  | Percent of Students Meeting or Exceeding the State Standards |         |          |         |         |         |
|--|--|---------|----------|---------|---------|---------|
|  | School   |         | District |         | State   |         |
|  | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 61.0%  | 61.0%   | 34.0%    | 39.0%   | 44.0%   | 48.0%   |
| Mathematics (grades 3-8 and 11)                      | 46.0%  | 48.0%   | 24.0%    | 28.0%   | 34.0%   | 36.0%   |

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.

*Last updated: 1/23/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 154                     | 133                  | 86.4%                 | 62.0%                          |
| Male  | 73                      | 60                   | 82.2%                 | 61.4%                          |
| Female  | 81                      | 73                   | 90.1%                 | 62.5%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 31                      | 30                   | 96.8%                 | 56.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 104                     | 89                   | 85.6%                 | 61.6%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 34                      | 29                   | 85.3%                 | 51.7%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017*

**ELA - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 156                     | 139                  | 89.1%                 | 53.3%                          |
| Male  | 71                      | 62                   | 87.3%                 | 50.0%                          |
| Female  | 85                      | 77                   | 90.6%                 | 55.8%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 30                      | 30                   | 100.0%                | 36.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 110                     | 94                   | 85.5%                 | 56.5%                          |
| Two or More Races                             | 11                      | 10                   | 90.9%                 | 60.0%                          |
| Socioeconomically Disadvantaged               | 28                      | 27                   | 96.4%                 | 48.2%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**ELA - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 156                     | 133                  | 85.3%                 | 62.6%                          |
| Male  | 69                      | 59                   | 85.5%                 | 54.4%                          |
| Female  | 87                      | 74                   | 85.1%                 | 68.9%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 18                      | 17                   | 94.4%                 | 58.8%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 112                     | 95                   | 84.8%                 | 63.4%                          |
| Two or More Races                             | 16                      | 11                   | 68.8%                 | 54.6%                          |
| Socioeconomically Disadvantaged               | 31                      | 28                   | 90.3%                 | 51.9%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 11                      | 8                    | 72.7%                 | 12.5%                          |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**ELA- Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 166                     | 142                  | 85.5%                 | 64.8%                          |
| Male  | 80                      | 66                   | 82.5%                 | 60.9%                          |
| Female  | 86                      | 76                   | 88.4%                 | 68.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 30                      | 29                   | 96.7%                 | 50.0%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 111                     | 92                   | 82.9%                 | 67.8%                          |
| Two or More Races                             | 15                      | 14                   | 93.3%                 | 64.3%                          |
| Socioeconomically Disadvantaged               | 31                      | 28                   | 90.3%                 | 61.5%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 12                      | 9                    | 75.0%                 | 12.5%                          |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**ELA - Grade 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 183                     | 160                  | 87.4%                 | 65.2%                          |
| Male  | 88                      | 77                   | 87.5%                 | 60.5%                          |
| Female  | 95                      | 83                   | 87.4%                 | 69.5%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 28                      | 27                   | 96.4%                 | 59.3%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 128                     | 110                  | 85.9%                 | 67.0%                          |
| Two or More Races                             | 15                      | 12                   | 80.0%                 | 54.6%                          |
| Socioeconomically Disadvantaged               | 29                      | 26                   | 89.7%                 | 52.0%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 14                      | 10                   | 71.4%                 | 40.0%                          |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**ELA - Grade 8**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 165                     | 142                  | 86.1%                 | 58.4%                          |
| Male  | 65                      | 57                   | 87.7%                 | 42.9%                          |
| Female  | 100                     | 85                   | 85.0%                 | 69.1%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 25                      | 23                   | 92.0%                 | 47.8%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 118                     | 101                  | 85.6%                 | 61.9%                          |
| Two or More Races                             | 14                      | 11                   | 78.6%                 | 40.0%                          |
| Socioeconomically Disadvantaged               | 36                      | 31                   | 86.1%                 | 44.8%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 154              | 133           | 86.4%          | 60.0%                   |
| Male  | 73               | 60            | 82.2%          | 63.8%                   |
| Female  | 81               | 73            | 90.1%          | 56.9%                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 31               | 30            | 96.8%          | 44.8%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 104              | 89            | 85.6%          | 62.5%                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 34               | 29            | 85.3%          | 51.9%                   |
| English Learners                              | --               | --            | --             | --                      |
| Students with Disabilities                    | --               | --            | --             | --                      |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/23/2017*

**Mathematics - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 156                     | 139                  | 89.1%                 | 46.7%                          |
| Male  | 71                      | 62                   | 87.3%                 | 50.8%                          |
| Female  | 85                      | 77                   | 90.6%                 | 43.4%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 30                      | 30                   | 100.0%                | 46.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 110                     | 94                   | 85.5%                 | 45.7%                          |
| Two or More Races                             | 11                      | 10                   | 90.9%                 | 40.0%                          |
| Socioeconomically Disadvantaged               | 28                      | 27                   | 96.4%                 | 38.5%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/23/2017*



**Mathematics - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 156                     | 133                  | 85.3%                 | 39.2%                          |
| Male  | 69                      | 59                   | 85.5%                 | 49.1%                          |
| Female  | 87                      | 74                   | 85.1%                 | 31.5%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 18                      | 17                   | 94.4%                 | 41.2%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 112                     | 95                   | 84.8%                 | 38.0%                          |
| Two or More Races                             | 16                      | 11                   | 68.8%                 | 27.3%                          |
| Socioeconomically Disadvantaged               | 31                      | 28                   | 90.3%                 | 33.3%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 11                      | 8                    | 72.7%                 | 12.5%                          |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/23/2017*

**Mathematics - Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 166                     | 141                  | 84.9%                 | 52.5%                          |
| Male  | 80                      | 65                   | 81.3%                 | 54.7%                          |
| Female  | 86                      | 76                   | 88.4%                 | 50.7%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 30                      | 28                   | 93.3%                 | 35.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 111                     | 92                   | 82.9%                 | 54.4%                          |
| Two or More Races                             | 15                      | 14                   | 93.3%                 | 57.1%                          |
| Socioeconomically Disadvantaged               | 31                      | 27                   | 87.1%                 | 42.3%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 12                      | 8                    | 66.7%                 | 12.5%                          |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**Mathematics - Grade 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 183                     | 161                  | 88.0%                 | 54.7%                          |
| Male  | 88                      | 78                   | 88.6%                 | 53.3%                          |
| Female  | 95                      | 83                   | 87.4%                 | 56.1%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 28                      | 27                   | 96.4%                 | 48.2%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 128                     | 111                  | 86.7%                 | 55.5%                          |
| Two or More Races                             | 15                      | 12                   | 80.0%                 | 54.6%                          |
| Socioeconomically Disadvantaged               | 29                      | 26                   | 89.7%                 | 24.0%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | 14                      | 10                   | 71.4%                 | 30.0%                          |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**Mathematics - Grade 8**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 165                     | 143                  | 86.7%                 | 32.1%                          |
| Male  | 65                      | 58                   | 89.2%                 | 32.8%                          |
| Female  | 100                     | 85                   | 85.0%                 | 31.7%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 25                      | 23                   | 92.0%                 | 18.2%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 118                     | 102                  | 86.4%                 | 35.6%                          |
| Two or More Races                             | 14                      | 11                   | 78.6%                 | 10.0%                          |
| Socioeconomically Disadvantaged               | 36                      | 31                   | 86.1%                 | 16.7%                          |
| English Learners                              | --                      | --                   | --                    | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017*

**CAASPP Test Results in Science for All Students**

| Subject                       | Percentage of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2013-14  | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 81.0%  | 75.0%   | 73.0%   | 49.0%    | 46.0%   | 46.0%   | 60.0%   | 56.0%   | 54.0%   |

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.

*Last updated: 1/23/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group                                 | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students                                  | 321              | 270                                  | 84.1%                                 | 72.6%                          |
| Male  | 134              | 113                                  | 84.3%                                 | 75.2%                          |
| Female  | 187              | 157                                  | 84.0%                                 | 70.7%                          |
| Black or African American                     | --               | --                                   | --                                    | --                             |
| American Indian or Alaska Native              | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Asian   | 12               | 11                                   | 91.7%                                 | 90.9%                          |
| Filipino                                      | --               | --                                   | --                                    | --                             |
| Hispanic or Latino                            | 43               | 39                                   | 90.7%                                 | 59.0%                          |
| Native Hawaiian or Pacific Islander           | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| White   | 230              | 192                                  | 83.5%                                 | 75.5%                          |
| Two or More Races                             | 30               | 23                                   | 76.7%                                 | 73.9%                          |
| Socioeconomically Disadvantaged               | 67               | 57                                   | 85.1%                                 | 63.2%                          |
| English Learners                              | --               | --                                   | --                                    | --                             |
| Students with Disabilities                    | 19               | 16                                   | 84.2%                                 | 62.5%                          |
| Students Receiving Migrant Education Services | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Foster Youth                                  | --               | --                                   | --                                    | --                             |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/23/2017*

# 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 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards |                       |                      |
|-------------|--|-----------------------|----------------------|
|             | Four of Six Standards                            | Five of Six Standards | Six of Six Standards |
| 5           | 19.4%  | 37.9%                 | 11.3%                |
| 7           | 21.4%  | 29.3%                 | 17.1%                |

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: 1/23/2017*

## 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 2016-17)

---

The Parent Volunteer Program was established to connect parents' skills, passions, and abilities to their school community. Parent volunteers are highly valued as their leadership and talents are an integral part of The Classical Academy's success! Parents are welcome on campus and in the classroom and do not need to wait to be invited to help! This allows the school to match skills, talents and availability with needs, keeping parents informed.

### State Priority: Pupil Engagement

*Last updated: 2/1/2017*

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

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

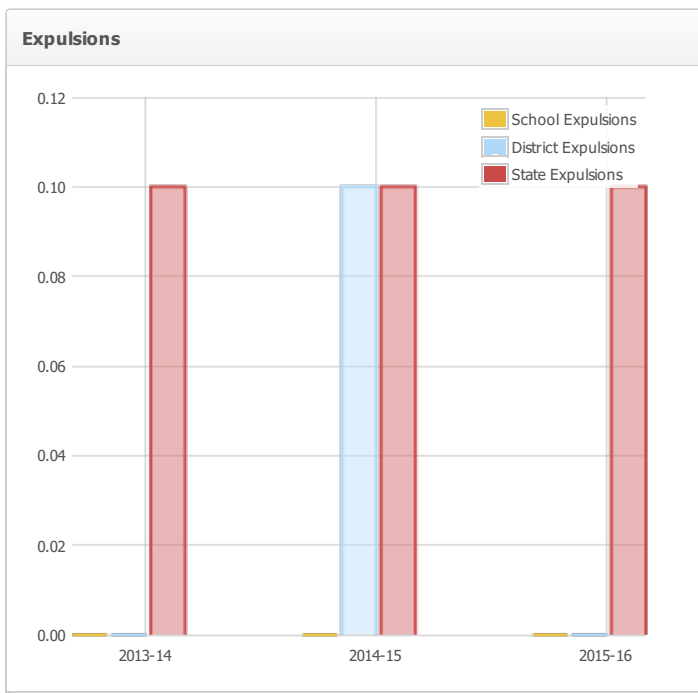
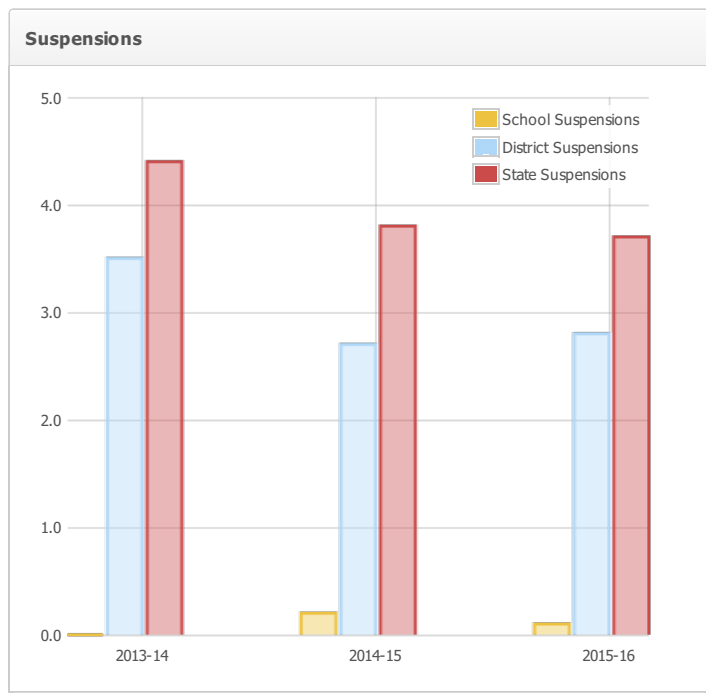
# State Priority: School Climate

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

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0     | 0.2     | 0.1     | 3.5      | 2.7     | 2.8     | 4.4     | 3.8     | 3.7     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.0      | 0.1     | 0.0     | 0.1     | 0.1     | 0.1     |



Last updated: 2/1/2017

## School Safety Plan (School Year 2016-17)

The employees review the school's comprehensive safety plan in September to ensure that all personnel are aware of the key elements of the plan and the part they individually play within the plan. Key elements of the safety plan include:

**Safety Training information is organized in three categories:**

- 1. Awareness:** Educate staff of possible threats (Threat Assessment)
- 2. Prevention:** Explain ways we can keep some threats from happening or from getting worse
- 3. Preparation:** Step we can take to be ready for an emergency

**Key Points of Safety**

- 1. Communication/ Contact** is imperative in all Emergencies – 911, Front Office, Staff, Parents
- 2. Teachers stay with students at all times** (unless separating is unavoidable or can save lives/ prevent injury)



3. Getting students **far away from Danger** as possible is the main goal

4. **Set up staging area** – Take roll, account for injured or missing, contact parents (Incident Command Structure)

**Main Threats:**

1. **Earthquake** – Drop, Cover and hold on! Evacuate after if necessary.

2. **Fire** – Evacuate to Primary or Secondary sight depending upon danger location.

3. **Lockdown/ Animate threat** – A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Escape).

4. **Bullying, Drugs, Violence** – Create positive climate with strong communication.

5. **Traffic** – Crosswalks, Signs and attentiveness.

6. **Flood** – Evacuate to Secondary site for higher ground.

**Emergency Response**

- 1. **Find Immediate Cover** ..... Earthquake
- 2. **Relocate (Evacuation)** ..... Fire, Campus Compromised
- 3. **Secure Campus (Shelter in Place)** ..... Local Threat
- 4. **Lockdown** ..... Imminent Threat

*Last updated: 2/1/2017*

## 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 2016-17)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2005-2006 |
| Year in Program Improvement                         |           | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 15        |
| Percent of Schools Currently in Program Improvement | N/A       | 100.0%    |

Note: Cells with NA values do not require data.

Last updated: 2/9/2017

### Average Class Size and Class Size Distribution (Elementary)

Our classes meet onsite 2 times per week for K-6. Our 7th and 8th grade classes meet onsite 3 times per week.

| Grade Level | 2013-14            |                     |       | 2014-15 |                    |                     | 2015-16 |     |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 20.0               | 2                   | 0     | 0   |
| 1           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 17.0               | 2                   | 0     | 0   |
| 2           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 18.0               | 2                   | 0     | 0   |
| 3           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 20.0               | 2                   | 0     | 0   |
| 4           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 20.0               | 2                   | 0     | 0   |
| 5           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 20.0               | 2                   | 0     | 0   |
| 6           | 20.0               | 2                   | 0     | 0       | 20.0               | 2                   | 0       | 0   | 20.0               | 2                   | 0     | 0   |
| Other       |                    |                     | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |

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

Last updated: 2/9/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$6720.7                     | \$531.3  | \$6189.4                                    | --                     |
| District                                      | N/A                          | N/A  | \$0.0                                       | \$72328.0              |
| Percent Difference – School Site and District | --                           | --   | -24.7%                                      | --                     |
| State   | N/A                          | N/A  | \$5677.0                                    | \$75137.0              |
| Percent Difference – School Site and State    | --                           | --   | --  | --                     |

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

Last updated: 2/9/2017

**Types of Services Funded (Fiscal Year 2015-16)**

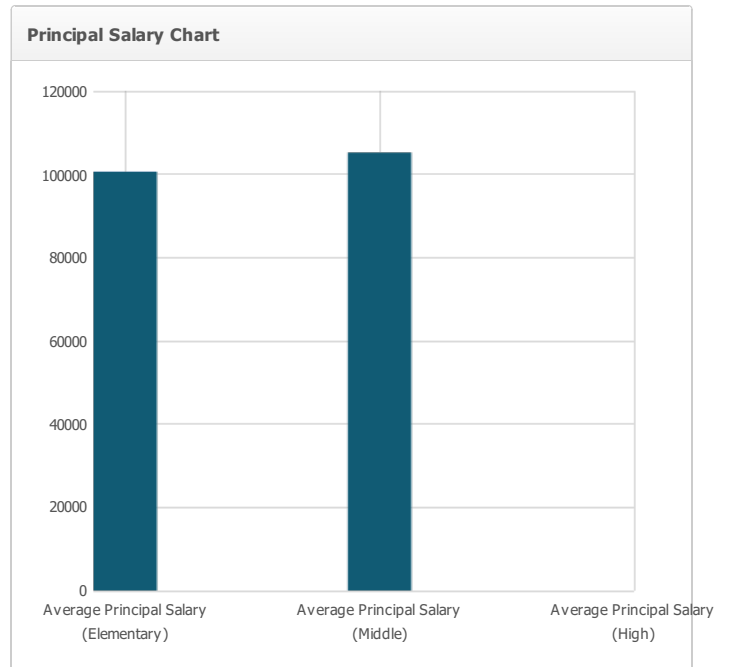
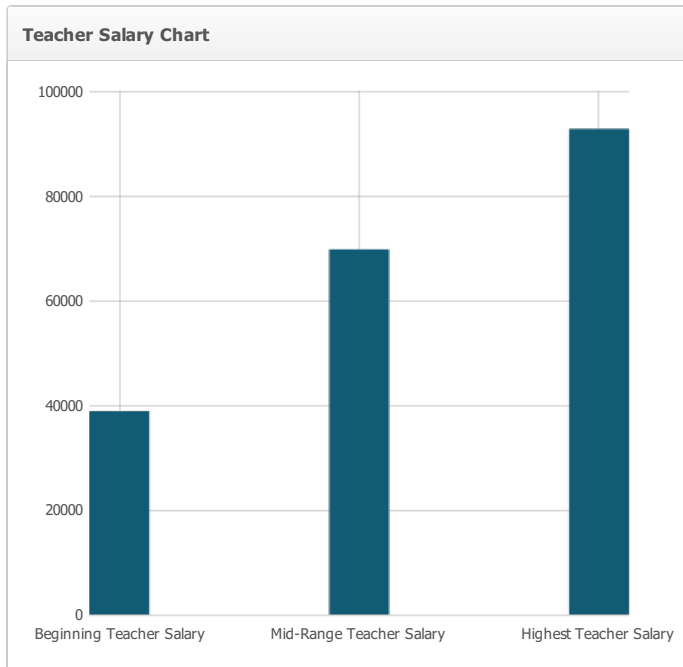
Classical Academy does not take federal dollars, and as such, we do not have services and programs that might be available in traditional public schools serving similar student populations. With that said, the school delivers a comprehensive student support program that includes parents, school and community, with the goal of creating healthy literate students who are poised to achieve their full academic and social potential. To this end, we organize human resources to support student needs. Student Support Team (SST) meetings take place regularly to provide additional support for struggling students. The school and its personnel are dedicated to partnering with the community to provide more opportunities for an enriched education for our students. Our intentional efforts to leverage the resources within our community to support students include infusing the arts into academic programs, exposing students to the visual and performing arts at an early age and fostering love for an commitment to students' talents as they get older.

*Last updated: 2/9/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$38,856        | \$44,573                                     |
| Mid-Range Teacher Salary                      | \$69,748        | \$72,868                                     |
| Highest Teacher Salary                        | \$92,771        | \$92,972                                     |
| Average Principal Salary (Elementary)         | \$100,604       | \$116,229                                    |
| Average Principal Salary (Middle)             | \$105,236       | \$119,596                                    |
| Average Principal Salary (High)               | \$              | \$121,883                                    |
| Superintendent Salary                         | \$210,000       | \$201,784                                    |
| Percent of Budget for Teacher Salaries        | 37.0%           | 39.0%  |
| Percent of Budget for Administrative Salaries | 4.0%            | 5.0%   |

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



*Last updated: 2/9/2017*

## Professional Development

### Professional Development - Most Recent Three Years

In the most recent three-year period, The Classical Academies have provided approximately 27 opportunities for professional growth through organizational workshops and training sessions. These professional growth opportunities had the following primary areas of focus:

- Understanding and implementation of recently adopted state standards, including Common Core and Next Generation Science Standards
- Using student achievement data (from MAP, state, benchmark, and formative assessments) to determine student needs and to provide focus areas for professional development
- Understanding of and effective implementation of strategies to develop thinking proficiencies across all grade levels and all subjects
- Technology integration

In addition to the workshops prepared and delivered by staff of The Classical Academies, teachers are encouraged and supported in attending workshops and training outside our organization. On average, a teacher has attended between 3 and 6 training sessions off-site during the most recent three years.

### Methods of professional development delivery

- In-house workshops delivered on PD days or after school
- Attendance at regional, state and national conferences (CCIS, CCSA, iNACOL, etc)
- San Diego County Office of Education workshops and seminars
- Webinars

### Teacher support during implementation

- Follow-up on-site activities
- Peer coaching
- Teacher-principal meetings
- Teacher-Director of Curriculum meetings
- Student performance data reporting

*Last updated: 2/9/2017*