

# Coastal Academy Charter

## 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.



### Marcy Cashin

Principal, Coastal Academy Charter

#### About Our School

It is my pleasure to serve as Principal of Coastal Academy, a tuition free public charter school in Oceanside, CA. We invite you to visit our website, or come in for a tour of our new 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 Coastal Academy a wonderful place to be! Please come see for yourself!

#### Contact

Coastal Academy Charter  
4096 Calle Platino  
Oceanside, CA 92056-5805

Phone: 760-520-6738  
E-mail: [mcashin@classicalacademy.com](mailto:mcashin@classicalacademy.com)

## About This School

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

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Oceanside Unified
<b>Phone Number</b>	(760) 966-4000
<b>Superintendent</b>	Julie Vitale, Ph.D.
<b>E-mail Address</b>	<a href="mailto:julie.vitale@oside.us">julie.vitale@oside.us</a>
<b>Web Site</b>	<a href="http://www.oside.us">http://www.oside.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Coastal Academy Charter
<b>Street</b>	4096 Calle Platino
<b>City, State, Zip</b>	Oceanside, Ca, 92056-5805
<b>Phone Number</b>	760-520-6738
<b>Principal</b>	Marcy Cashin
<b>E-mail Address</b>	<a href="mailto:mcashin@classicalacademy.com">mcashin@classicalacademy.com</a>
<b>Web Site</b>	<a href="http://classicalacademy.com/">http://classicalacademy.com/</a>
<b>County-District-School (CDS) Code</b>	37735690136267

*Last updated: 1/9/2019*

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

#### 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

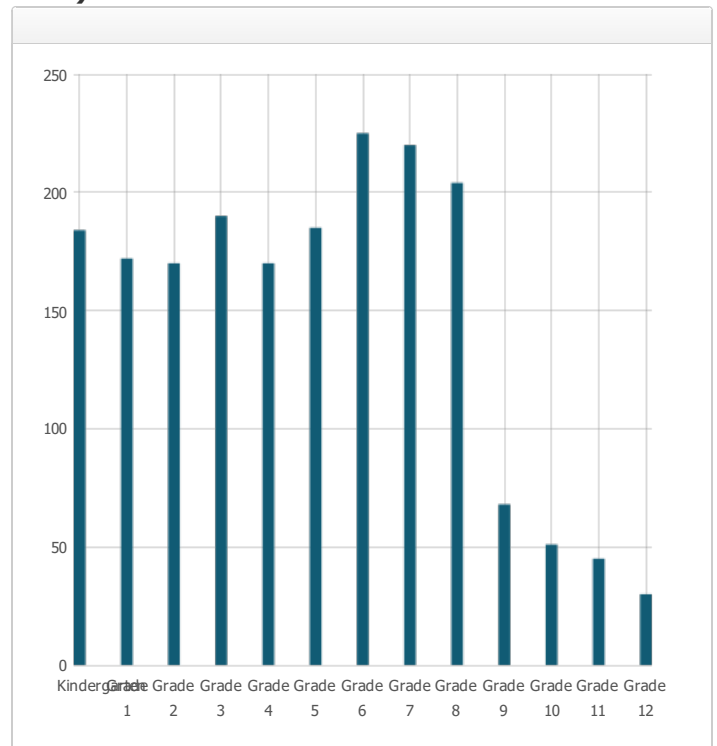
**Goal**

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

*Last updated: 1/9/2019*

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

Grade Level	Number of Students
Kindergarten	184
Grade 1	172
Grade 2	170
Grade 3	190
Grade 4	170
Grade 5	185
Grade 6	225
Grade 7	220
Grade 8	204
Grade 9	68
Grade 10	51
Grade 11	45
Grade 12	30
<b>Total Enrollment</b>	<b>1914</b>



Last updated: 1/9/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.1 %
Asian	1.5 %
Filipino	1.0 %
Hispanic or Latino	18.1 %
Native Hawaiian or Pacific Islander	0.1 %
White	63.9 %
Two or More Races	12.1 %
Other	2.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.6 %
English Learners	0.8 %
Students with Disabilities	10.7 %
Foster Youth	0.1 %

## A. Conditions of Learning

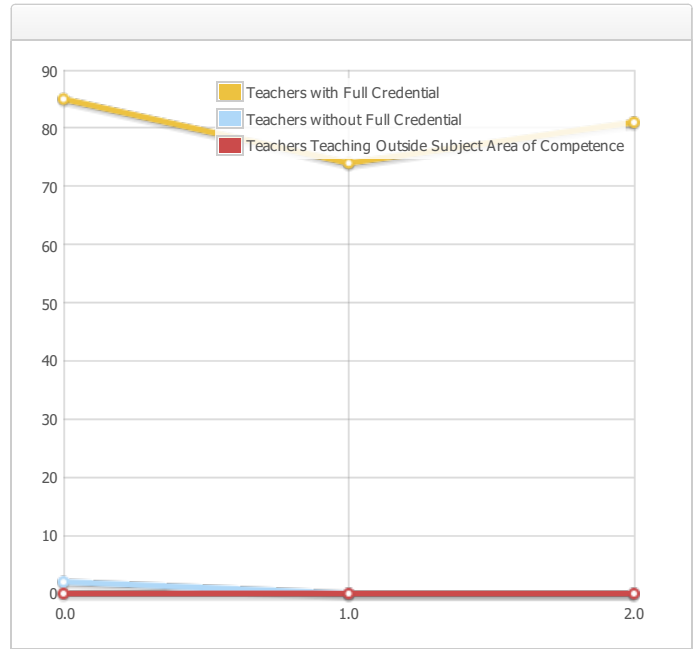
### State Priority: Basic

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

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

#### Teacher Credentials

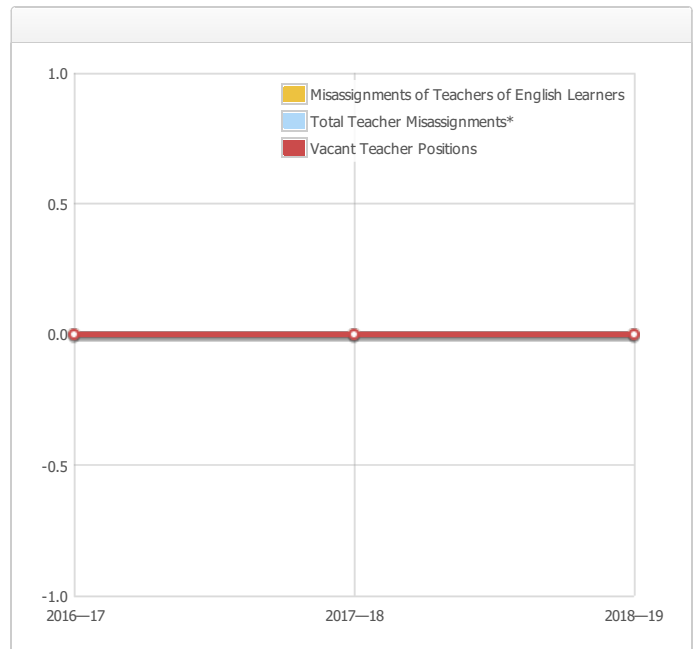
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	85	74	81	
Without Full Credential	2	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2019

#### 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: 1/18/2019

## School Facility Conditions and Planned Improvements

### Safety, Cleanliness, and Adequacy

Coastal TK-8: The school is in a safe and clean state. All safety equipment has been checked and found to be in optimal performance. School security was increased this year with an addition of full time security officer. Recent floor care and detail cleaning was completed over break. All exits were checked and adjustments made to gates/doors to increase ease of exits.

Coastal High school: The overall safety, cleanliness and adequacy is in great standings.

### Planned or Recently Completed Facility Improvements

Coastal TK-8: Over summer we had the parking lot asphalt resealed and new stripping added to the release of student location increasing the safety of student release. Also, there was an addition of new conference room to the admin offices as well as a school counselor office. We also added ADA powered entry doors to the males restroom upstairs M-track side, and to the restrooms outside. These additions increasing the mobility of two students.

Coastal High School: Coastal High School recently added 6 classrooms.

### Needed Maintenance

Coastal TK-8

Repairs to be done:

-Multipurpose Room roof and stucco

-Beam seam stress cracks

-Bathroom tile grout

-Fountain pump

Coastal High School

-No repairs needed

*Last updated: 1/23/2019*

## 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	Fair	Determining the cause of increased humidity in room 203.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	1 sensor faucet out of service. A replacement has been ordered. Fountain repair is also scheduled.

<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Flat roof to the multipurpose room is in need of repair.
<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	Exemplary
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*Last updated: 1/18/2019*

## 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%		45.0%		50.0%
Mathematics (grades 3-8 and 11)		44.0%		36.0%		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: 1/9/2019*



## 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	1271	1203	94.65%	53.92%
Male	635	604	95.12%	49.00%
Female	636	599	94.18%	58.89%
Black or African American	15	15	100.00%	26.67%
American Indian or Alaska Native	--	--	--	
Asian	20	18	90.00%	72.22%
Filipino	--	--	--	
Hispanic or Latino	229	213	93.01%	46.01%
Native Hawaiian or Pacific Islander	--	--	--	
White	803	757	94.27%	55.78%
Two or More Races	173	170	98.27%	54.44%
Socioeconomically Disadvantaged	264	249	94.32%	46.75%
English Learners	21	20	95.24%	20.00%
Students with Disabilities	147	138	93.88%	21.01%
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: 1/9/2019

## 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	1274	1200	94.19%	44.05%
Male	636	602	94.65%	47.33%
Female	638	598	93.73%	40.74%
Black or African American	15	15	100.00%	20.00%
American Indian or Alaska Native	--	--	--	
Asian	21	18	85.71%	55.56%
Filipino	--	--	--	
Hispanic or Latino	230	211	91.74%	35.55%
Native Hawaiian or Pacific Islander	--	--	--	
White	804	756	94.03%	47.14%
Two or More Races	173	170	98.27%	43.20%
Socioeconomically Disadvantaged	265	249	93.96%	31.43%
English Learners	21	20	95.24%	25.00%
Students with Disabilities	150	138	92.00%	15.94%
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: 1/9/2019*

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 1/9/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/30/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	8.9%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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
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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: 1/9/2019

## 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)

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 Academies 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

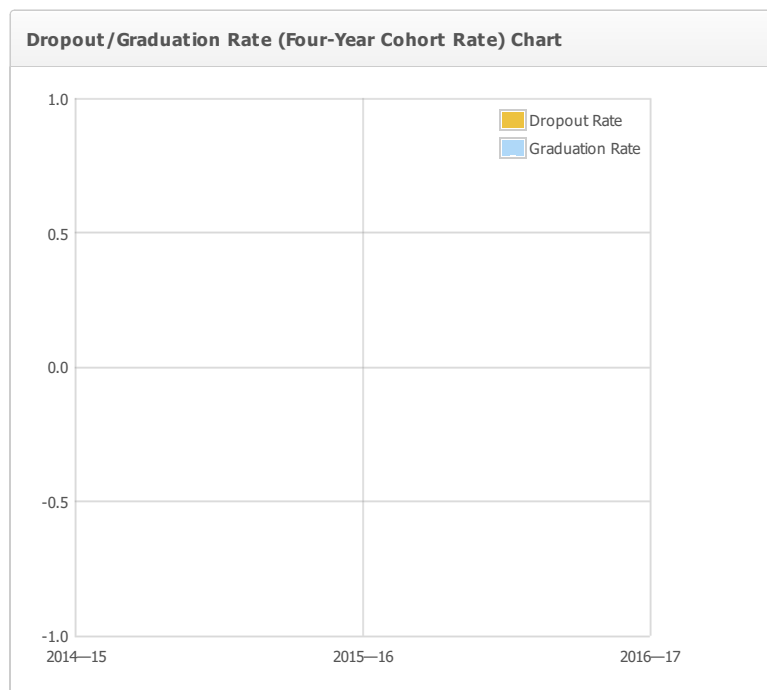
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	4.5%	5.3%	10.7%	9.7%
Graduation Rate	--	--	92.4%	88.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	9.8%	9.1%
Graduation Rate	--	82.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/9/2019

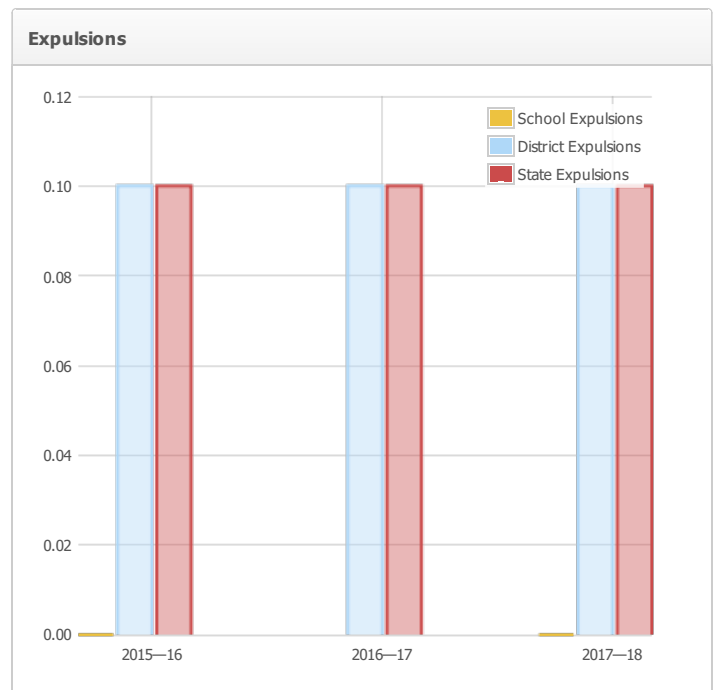
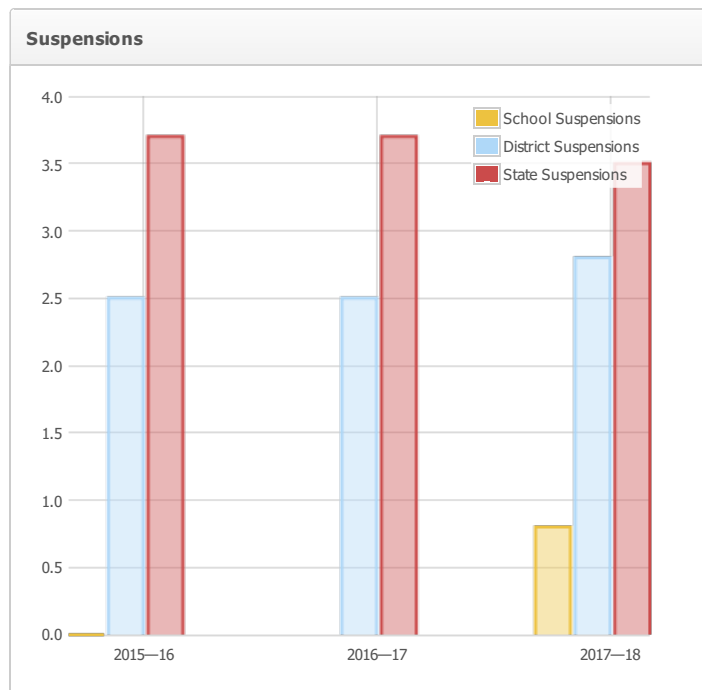
# State Priority: School Climate

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	--	--	0.8%	2.5%	2.5%	2.8%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/9/2019

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

The Classical Academies has a Comprehensive Safety Plan for the entire organization and site specific plans tailored to each campus. These plans are updated at least once a year and presented to staff, faculty and the safety committee. At the beginning of the 2018-19 school year (August 2018), the plans were reviewed, updated and new information was presented to staff.

Key elements of the plans are:

Comprehensive Safety Plan: Child Abuse Reporting Procedures, Disaster Preparedness, Discipline Policies, Discrimination and Harassment Policies

Site Specific Emergency Plans Emergency: Contacts (911, Principal, Campus Supervisor, Director of Safety and Security) Emergency Evacuation Maps (Showing default routes depending upon where you are on campus) Emergency Responses (Lock down, Secure Campus, Duck/Cover and Evacuation) Relocation (Primary and Secondary locations for the student body during an emergency) Student/Parent Reunification

Last updated: 1/9/2019

## 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	20.0	6	0	0
1	20.0	6	0	0
2	20.0	6	0	0
3	20.0	6	0	0
4	20.0	6	0	0
5	20.0	6	0	0
6	20.0	6	0	0
Other**		0	0	0

\* 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	6	0	0
1	20.0	6	0	0
2	20.0	6	0	0
3	20.0	6	0	0
4	20.0	6	0	0
5	20.0	6	0	0
6	20.0	6	0	0
Other**				0

\* 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	20.0	6	0	0
1	20.0	6	0	0
2	20.0	6	0	0
3	20.0	6	0	0
4	20.0	6	0	0
5	20.0	6	0	0
6	20.0	6	0	0
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: 1/25/2019



**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	2.0	
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	3.4	N/A
Resource Specialist (non-teaching)	0.0	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	\$6672.7	\$761.0	\$5911.6	\$75055.0
District	N/A	N/A	\$100172.7	\$80078.0
Percent Difference – School Site and District	N/A	N/A	-41.9%	-6.3%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-10.1%	-5.8%

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

*Last updated: 1/25/2019*

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

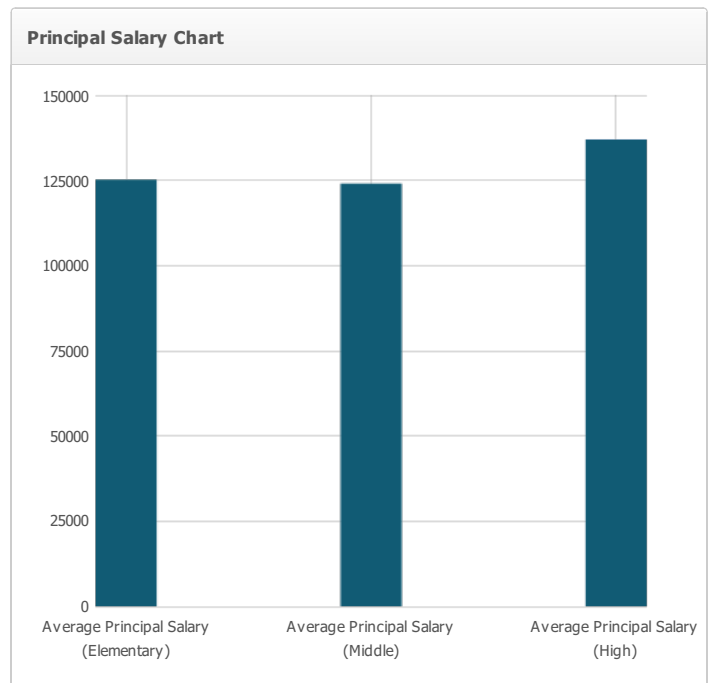
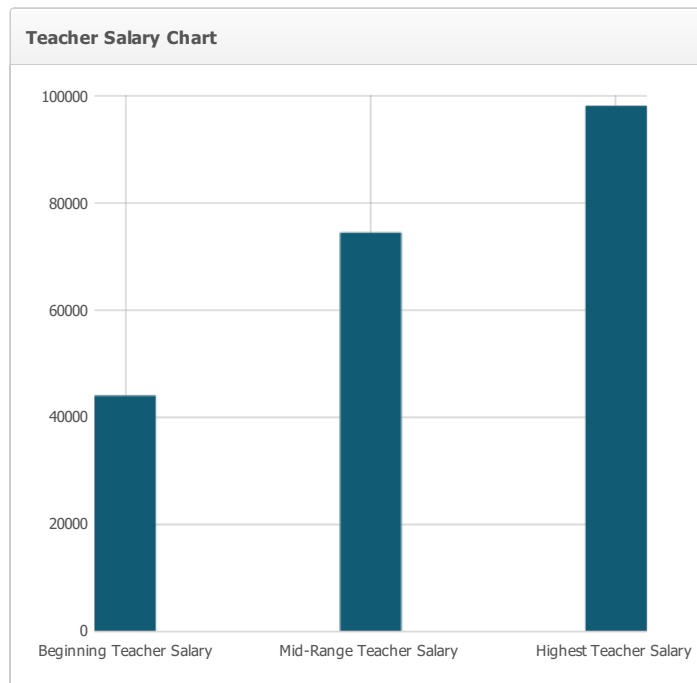
Classical Academy does not take federal dollars, and as such, we do not have services and programs that might be available in traditional public schools serving similar student populations. With that said, the school delivers a comprehensive student support program that includes parents, school and community, 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 a commitment to students' talents as they get older.

*Last updated: 1/9/2019*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,912	\$49,512
Mid-Range Teacher Salary	\$74,339	\$77,880
Highest Teacher Salary	\$97,989	\$96,387
Average Principal Salary (Elementary)	\$125,220	\$123,139
Average Principal Salary (Middle)	\$124,046	\$129,919
Average Principal Salary (High)	\$136,980	\$140,111
Superintendent Salary	\$257,005	\$238,324
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



*Last updated: 1/9/2019*

## Professional Development

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 impenetation 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: 1/9/2019*