

# Aspire Juanita Tate Academy Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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



### Delphine Sherman, Chief Financial Officer

Principal, Aspire Juanita Tate Academy Charter

#### About Our School

Welcome back Aspire Tate Academy Families!

On behalf of the staff at Aspire Tate Academy, I am happy to welcome you to the 2017-18 school year! We are proud of our dedicated, experienced staff and enthusiastic scholars and are excited to partner with you this school year!

As demands and the urgency of teaching our students increase, it becomes more evident that we all need to work together to ensure that our children reach their potential. We believe that all of us – the school and the community – must work together in an extended family environment to ensure success for all of our students. We believe that when we work together and take responsibility to empower our scholars with their creative, intellectual, and decision-making skills necessary for them to become academically, social, physically, and emotionally successful people.

With that in mind, you are invited to be an active participant at Aspire Tate Academy. Whether you are a volunteer to help our parent coordinator, a member of our School Site Council, participant workshops or special events, you are encouraged to be involved! Research on schools clearly demonstrates the parent participation in their child's school coincides with a greater likelihood of academic success for their child.

It is our desire to keep you informed of all that takes place at school. You will receive a weekly newsletter and you can always find out what is going on by accessing our Instagram page at [Aspiretateacademy](#). If you have any questions or concerns that arise, please do not hesitate to give your child's teacher or me a call. I look forward to having a long and rewarding relationship with you and your family.

Sincerely,

Ana Martinez  
Principal, Aspire Tate Academy

#### Contact

*Aspire Juanita Tate Academy Charter*  
123 West 59th St.  
Los Angeles, CA 90003-1103

Phone: 323-235-8400  
E-mail: [delphine.sherman@aspirepublicschools.org](mailto:delphine.sherman@aspirepublicschools.org)



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Aspire Juanita Tate Academy Charter
<b>Street</b>	123 West 59th St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90003-1103
<b>Phone Number</b>	323-235-8400
<b>Principal</b>	Delphine Sherman, Chief Financial Officer
<b>E-mail Address</b>	<a href="mailto:delphine.sherman@aspirepublicschools.org">delphine.sherman@aspirepublicschools.org</a>
<b>Web Site</b>	<a href="http://aspirepublicschools.org">http://aspirepublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330124792

*Last updated: 11/13/2017*

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

English and Spanish SARCs can be found on the [school's website](#).

Aspire Juanita Tate Academy Charter is a K-6 grade school in Los Angeles that is part of the Aspire Public Schools network. Aspire Juanita Tate Academy Charter opened in 2011. Aspire Public Schools is a non-profit organization that operates high performing charter schools that focus on one goal- preparing urban students for college.

#### Vision

Every student is prepared to earn a college degree.

#### Mission Statement

To open and operate small, high-quality charter schools in low -income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

#### Core Values

Purposefulness: Deliberate action, focused on the organization's goals and priorities

Collaboration: Working collectively to accomplish more than what is possible alone

Ownership: Individual and group accountability for results, actions and decisions

Quality: Commitment to excellence and the discipline to continually improve

Customer Service: Responsiveness to the needs of external and internal customers

Aspire Juanita Tate Academy Charter is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities.

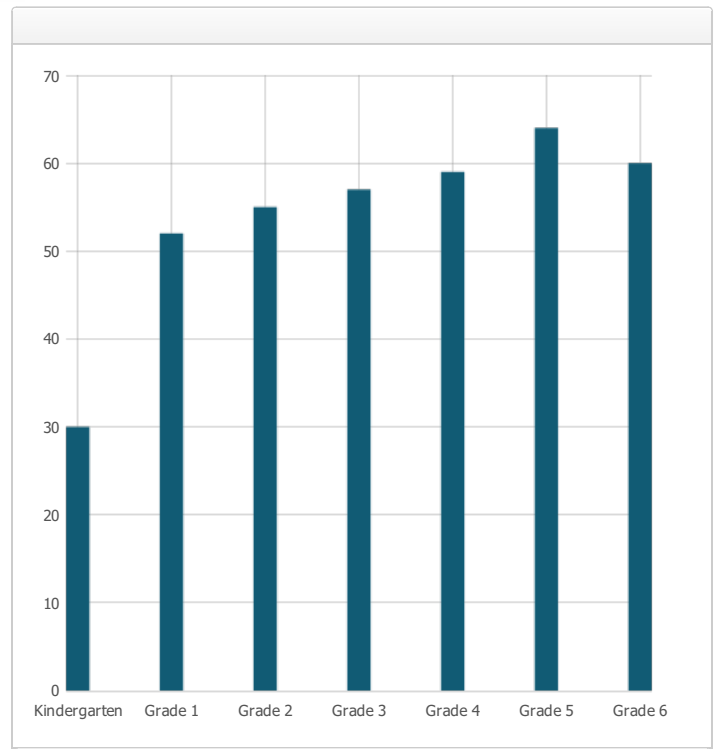
The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Aspire Tate Academy was founded in August of 2011 through Public School Choice. It was opened by their existing Principal, Ana Martinez who has been with Aspire for 7 years and has served the South Los Angeles community for 10 years. Ms. Martinez, along with her team are dedicated and committed to the students and the community. The staff's mission is to provide each scholar with a quality education. The goal is that each student get to and through college. Aspire Tate Academy staff pledges to passionately inspire and empower all students to reach their full potential and social development. They are committed to encourage and support our student and families to develop a powerful community partnership.

*Last updated: 11/13/2017*

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

Grade Level	Number of Students
Kindergarten	30
Grade 1	52
Grade 2	55
Grade 3	57
Grade 4	59
Grade 5	64
Grade 6	60
<b>Total Enrollment</b>	<b>377</b>



Last updated: 11/13/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.7 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.3 %
Hispanic or Latino	87.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	0.0 %
Two or More Races	0.0 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	55.2 %
Students with Disabilities	8.0 %
Foster Youth	0.8 %

Last updated: 11/13/2017

## A. Conditions of Learning

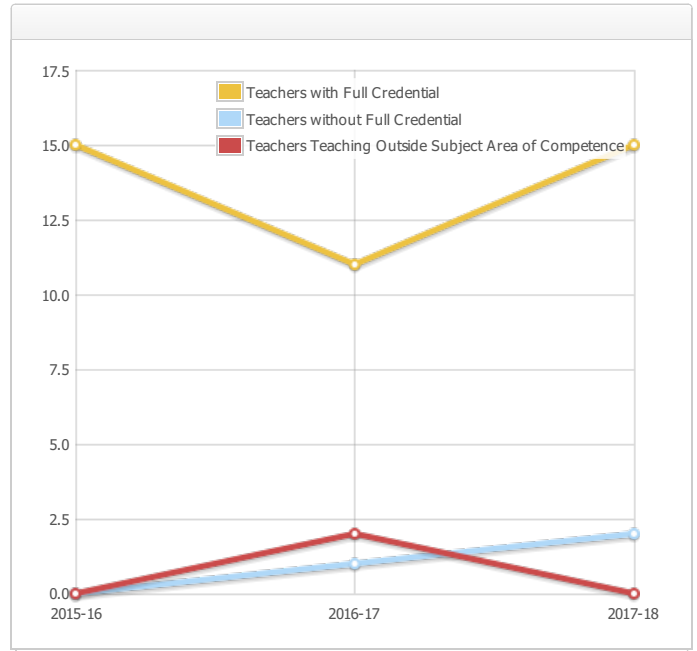
### State Priority: Basic

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

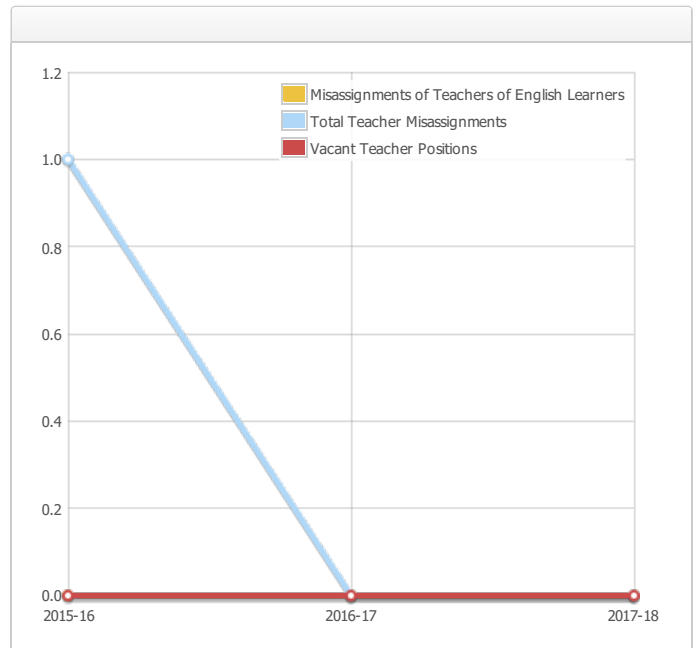
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	11	15	
Without Full Credential	0	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	0	



Last updated: 12/14/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	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: 12/14/2017

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

Year and month in which the data were collected: November 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Readers and Writers Workshop	Yes	0.0 %
Mathematics	Eureka and Zearn	Yes	0.0 %
Science	NGSS aligned teacher created content	Yes	0.0 %
History-Social Science	Content is woven into the ELA curriculum		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 11/30/2017*

## School Facility Conditions and Planned Improvements

Our school is located on a beautiful and well-kept facility located on Slauson and Main. Our school takes great pride in our facilities and ensures that everything is functioning and up kept. Our building Manager, Fernando Rios leads his facilities team in caring, maintain and beautifying the inside and outside of our facility. Each trimester he walks through the campus to ensure that all maintenance calls have been submitted and followed-up on. We are very fortunate to have a large soccer field and blacktop play area that our students and PE department can use daily. We also have a large multi-purpose room which we call the University Hall. We use this large space for assemblies, daily morning meetings and rainy day scheduled activities. Our staff have secure underground parking as well as beautiful classroom with the latest technology. This last year we have decorated the school with colorful and inspirational murals for our students and families to enjoy. We look forward to personalizing the campus even more and making our campus an inviting place for our scholars.

*Last updated: 11/13/2017*

## School Facility Good Repair Status

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

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

*Last updated: 11/30/2017*

## 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. 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	36%	39%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	26%	37%	29%	30%	36%	37%

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

*Last updated: 11/13/2017*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	238	236	99.16%	39.41%
Male	114	112	98.25%	32.14%
Female	124	124	100.00%	45.97%
Black or African American	25	25	100.00%	24.00%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	209	209	100.00%	41.63%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races				
Socioeconomically Disadvantaged	236	234	99.15%	39.32%
English Learners	161	161	100.00%	37.27%
Students with Disabilities	27	26	96.30%	--
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: 12/14/2017*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	239	237	99.16%	37.13%
Male	115	113	98.26%	35.40%
Female	124	124	100.00%	38.71%
Black or African American	26	26	100.00%	15.38%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	209	209	100.00%	39.71%
Native Hawaiian or Pacific Islander	--	--	--	
White				
Two or More Races				
Socioeconomically Disadvantaged	237	235	99.16%	37.02%
English Learners	161	161	100.00%	35.40%
Students with Disabilities	28	27	96.43%	--
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: 12/14/2017*

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	3.0%	32.0%	46.0%	46.0%	56%	54%

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

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

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

*Last updated: 11/13/2017*

# 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 2016-17)

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

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

*Last updated: 12/14/2017*

## 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 2017-18)

Parents are important partners in the education of the students, and their input and involvement is sought and highly valued.

At any Aspire campus, parents can expect:

- A demonstrated improvement in their child's academic performance;
- An open invitation to attend their child's classes;
- Easy, open communication with their child's teacher
- The opportunity to rate the performance of teachers and the school annually; and
- Eligibility to serve on the school's governing body, the Advisory School Council.

The School recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, the School features:

- Special Saturday and/or evening classes: Scheduled at the beginning of the year, these sessions allow parents to attend/experience school with their children.
- Participation in school decision-making: Aspire includes parent representatives on the Advisory School Council and parent participation on various school committees
- Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff as well as Aspire's Leadership and are a factor in personnel and instructional decisions.
- Regular communication about student learning and behavior: parents, students and teachers meet at least twice a year during Student Led Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

In addition, the School creates ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match different skills and interests with needs. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, ASC meetings, and serving on parent committees, fundraising, and communicating with other parents.

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has a School Site Council ("SSC") and English Learner Advisory Council ("ELAC") which meets regularly, and consists of teachers, parents, and the School Principal. The School's SSC is intended to assist in developing and reviewing school policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The SSC may make recommendations about issues related to the School and participate in reviewing parent and student concerns, community issues, and special projects. The ELAC gives parents the opportunity to speak with professionals about their child's progress and status as an English Learner and resources available to them.

The school regularly communicates all of this information with flyers, signs, robo-calls, and an interactive web passed parent communication tool called ParentSquare.

### State Priority: Pupil Engagement

*Last updated: 11/13/2017*

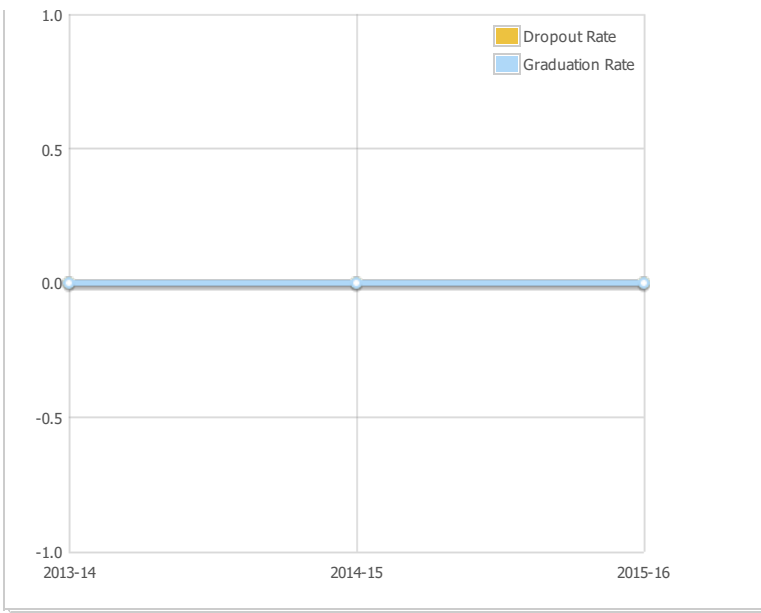
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 11/13/2017*

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

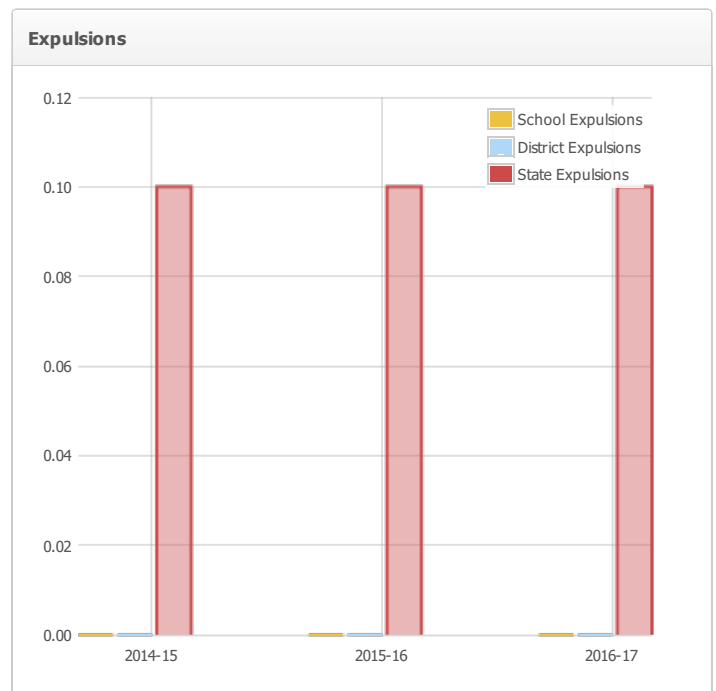
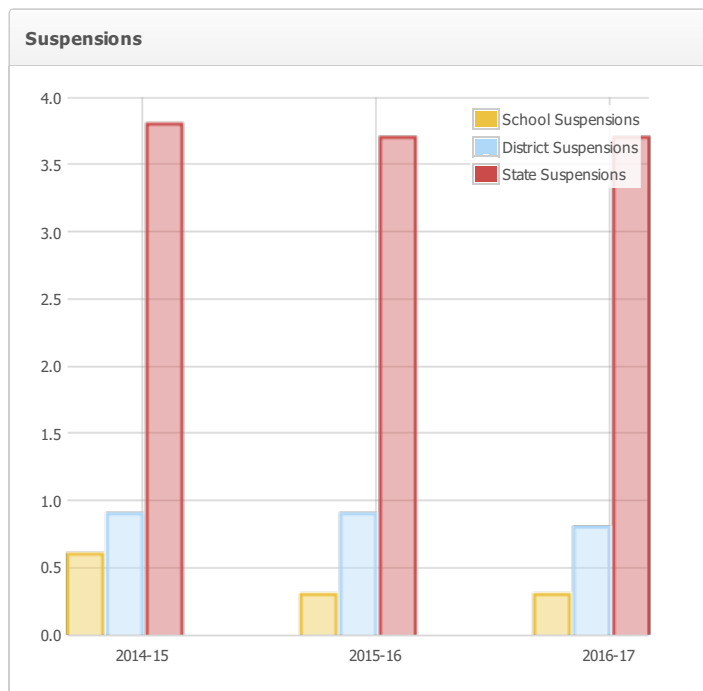
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	0.3%	0.3%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/14/2017

## School Safety Plan (School Year 2017-18)

To that end, a Comprehensive School Safety Plan covers Aspire Tate Academy's policies and expectations regarding the practices at the school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. All school employees should receive training in the Comprehensive School Safety Plan upon joining the school and should review any changes to the Plan annually. Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

It is the policy of Aspire Public Schools ("Aspire") to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program ("IIP Program") to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices. Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site. Aspire Office Managers are responsible for the record keeping and coordination of the safety training programs at their school site. It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS- School Safety Plans are written and revised annually, and disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown and shooting incidents, bomb threats, explosions, and intruders.

The School Safety Plan was reviewed, updated and discussed with faculty in August 2016.

Last updated: 11/13/2017



## 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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 12/14/2017

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

Grade Level	2014-15				2015-16				2016-17			
	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	27.0	0	10	2	27.0	0	10	2	26.0	0	5	2
1	27.0	0	10	0	27.0	0	10	0	26.0	0	9	0
2	27.0	0	10	0	27.0	0	10	0	30.0	0	9	1
3	25.0	0	10	0	27.0	0	10	0	29.0	0	10	0
4	29.0	0	10	0	32.0	0	10	0	30.0	0	10	0
5	30.0	0	5	0	32.0	0	10	0	32.0	0	10	0
6	29.0	0	5	0	29.0	0	5	0	41.0	1	4	4
Other	0.0	0	0	0	29.0	0	1	0	14.0	1	0	0

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

Last updated: 11/13/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.3	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	2.0	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: 11/30/2017*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10581.0	\$2196.0	\$8358.0	\$62785.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-15.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	23.9%	-23.2%

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

*Last updated: 12/14/2017*

## Types of Services Funded (Fiscal Year 2016-17)

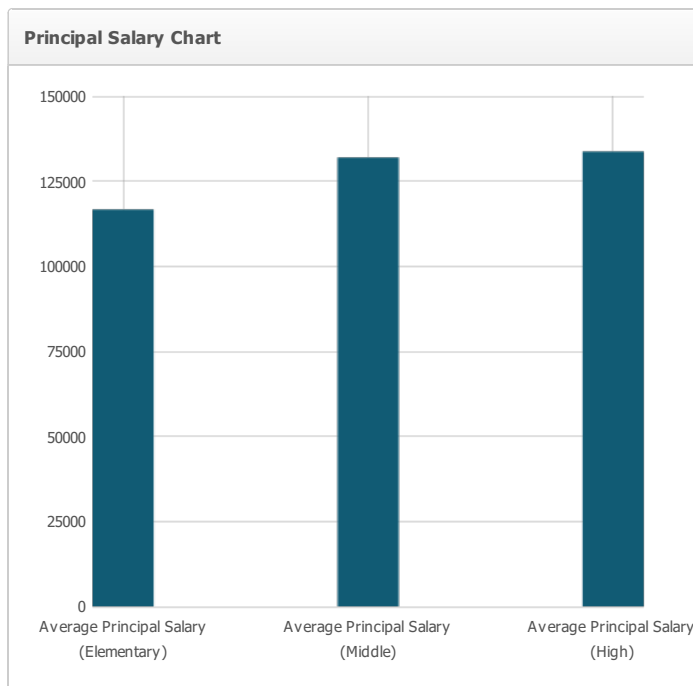
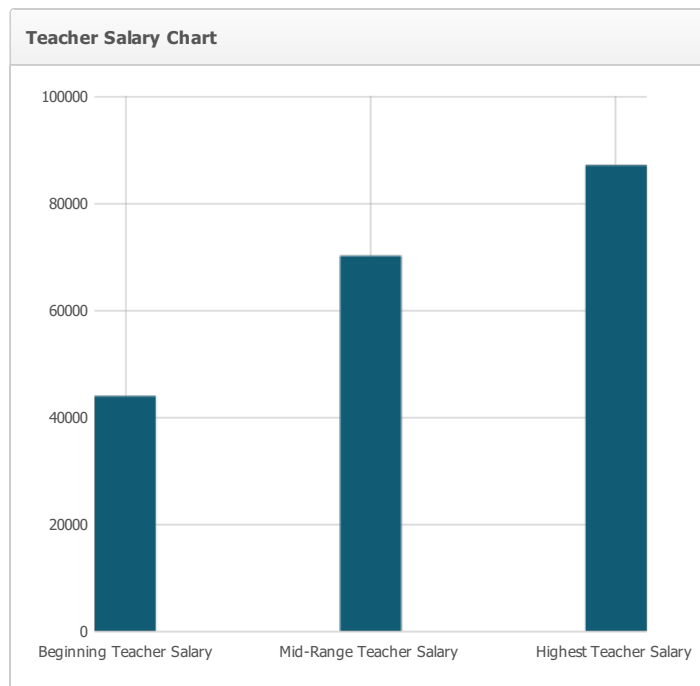
Our general education programs are designed to maximally benefit ALL students through the universal design principles. This includes differentiated instruction for the common core standards, a blended learning model of individualized learning programs, and intensive small-group intervention provided by a Response to Intervention team and education specialists. We also offer an after school program funded through ASES designed specifically for our students with the greatest academic needs.

Last updated: 11/13/2017

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 11/13/2017

## Professional Development

Professional development for the year is determined based upon the specific and differentiated needs of the staff (determined through the evaluation process and survey data), the goals of the organization, relevant student achievement, multiple survey data analysis, and the mission of the school. In-services and workshops for 2015-2016 were focused on knowledge and skill building for the CCSS, especially the writing process, reciprocal teaching, shared inquiry, math problem solving, meeting the needs of ELs, differentiation strategies, and unit planning. Across the organization, equity and restorative practices are a major focus areas too. Teachers also took advantage of multiple offerings in the community through LACOE, LAUSD, educational organizations, other districts, and universities. Instructional assistants and after school teachers are also encouraged and incentivized to participate in professional development at the site or regional level, and non-teaching staff receive annual training in operational and organizational topics, as well as instructionally relevant matters.

Teacher professional development for the 2015-2016 school year will be focused on integrated and designated English Language Development, issues around equity and access, continued support with the implementation of Writers' Workshop, reading, and the integration of writing and math. Lead Teachers will attend additional conferences related to the development of professional learning communities and data-based dialogue, as well as the Leading for Equity institute. As a result, these teacher leaders will engage their teams of teachers in regular cycles of inquiry to improve student achievement efforts.

*Last updated: 11/13/2017*