

Aspire Firestone 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 Firestone Academy Charter

About Our School

Dear Falcon Families,

Welcome to the 2017-18 school year! We would like to extend a big thank you to all the families that have chosen to send their children to our school year after year, and a big welcome to our new families. Aspire Firestone is committed to successfully developing intellectually curious, self-confident and self-reliant young people for the betterment of a future global society. We are committed to providing a rigorous Common Core aligned academic program, Art, Music, Library, and Science classes, collaboration with family, staff, and community, in a child-centered, technology-enriched, learning environment. We will also continue to implement Restorative Practices, and teach our scholars that conflict is addressed through dialogue. We are excited for what the new year holds, and we look forward to working with you as partners in the education of our scholars.

Dustin Katch
Principal, Aspire Firestone Academy

Contact

Aspire Firestone Academy Charter
8929 Kauffman Ave.
South Gate, CA 90280-3422

Phone: 323-249-5740
E-mail: delphine.sherman@aspirepublicschools.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Aspire Firestone Academy Charter
Street	8929 Kauffman Ave.
City, State, Zip	South Gate, Ca, 90280-3422
Phone Number	323-249-5740
Principal	Delphine Sherman, Chief Financial Officer
E-mail Address	delphine.sherman@aspirepublicschools.org
Web Site	http://aspirepublicschools.org
County-District-School (CDS) Code	19647330122622

Last updated: 11/13/2017

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

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

Aspire Firestone Academy (Firestone) is a public charter school in South Gate, California. It is chartered through the Los Angeles Unified School District (and the California Department of Education) through its charter authorization process, as well as the Public School Choice resolution.

The school is designed to serve 416 students from Kindergarten through the Fifth grade. The school's demographic profile is 99% Hispanic/Latino with 86% of the student body eligible for the Free and Reduced Lunch program. Thirty percent of the students are designated as English Language Learners (ELLs). Firestone's current attendance remains consistent at 97%.

Firestone has strong goals for academic progress. Our teachers guide our students through a rigorous, conceptual math curriculum, writer's workshop model, a coherent reading curriculum, focusing on Close Reading, ELD Curriculum, and specials classes.

In particular, Firestone is focusing on increasing student academic performance by 15% overall growth on the SBAC. Our reading goal includes Close Reading with targeted support through conferencing. Our writing goal involves teachers conducting writing conferences to advance students' use of craft and conventions. Our math goal involves balancing math fluency practice, conceptual understanding, and problem solving applications daily.

Aspire Firestone Academy: Vision, Mission and Values

Vision:

Every student is prepared to earn a college degree.

Mission Statement:

The mission of Aspire Firestone Academy is to successfully develop intellectually curious, self-confident and self-reliant young people for the betterment of a future global society.

Focus Statement:

We will focus on:

- A rigorous Common Core aligned academic program
- Art, Music, Library, and Science classes
- Collaboration with family, staff, and community
- A child-centered, technology-enriched, learning environment
- Restorative Practices

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

Content Specific Vision Statements

ELA Vision:

Students love reading and writing by providing:

- Clear and consistent thematic units.
- Opportunities to apply learning through projects.

ELD Vision:

Students can communicate proficiently, both academically and socially, by:

- Using clear language and academic vocabulary in speaking and writing.
- Understanding verbal and written language.

Math Vision:

Students build procedural and conceptual problem solving skills by engaging in rigorous, real-life applications.

Equity Vision:

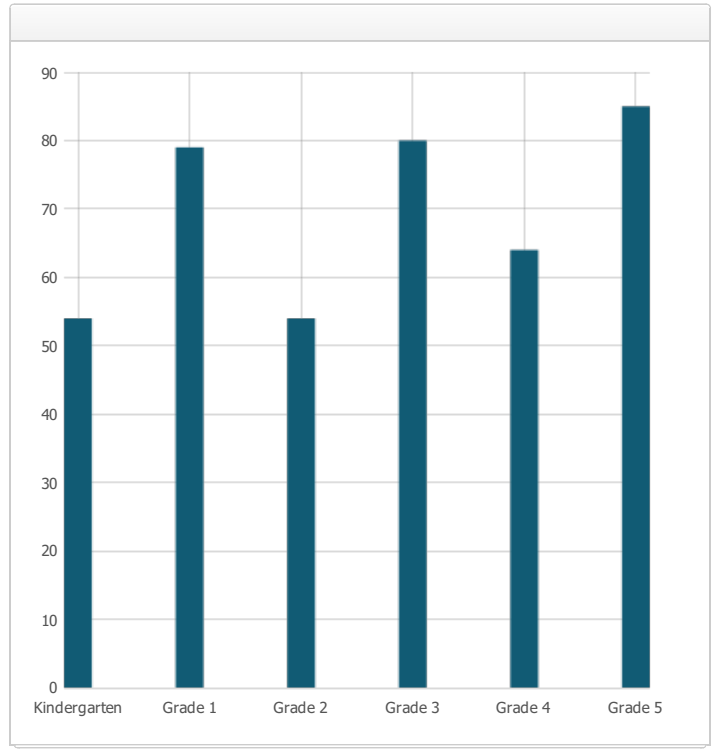
Provide a differentiated learning experience in order to ensure each student's success by:

- Equipping them with a variety of equitable tools.
- Embracing and honoring each other's differences.

Last updated: 11/13/2017

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	79
Grade 2	54
Grade 3	80
Grade 4	64
Grade 5	85
Total Enrollment	416



Last updated: 11/13/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	98.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.5 %
Two or More Races	0.0 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.7 %
English Learners	29.3 %
Students with Disabilities	6.0 %
Foster Youth	0.2 %

Last updated: 11/13/2017

A. Conditions of Learning

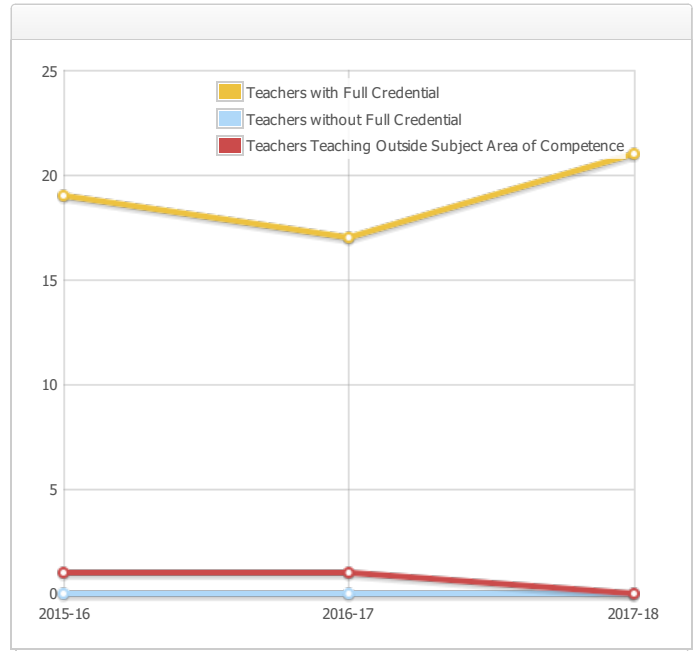
State Priority: Basic

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

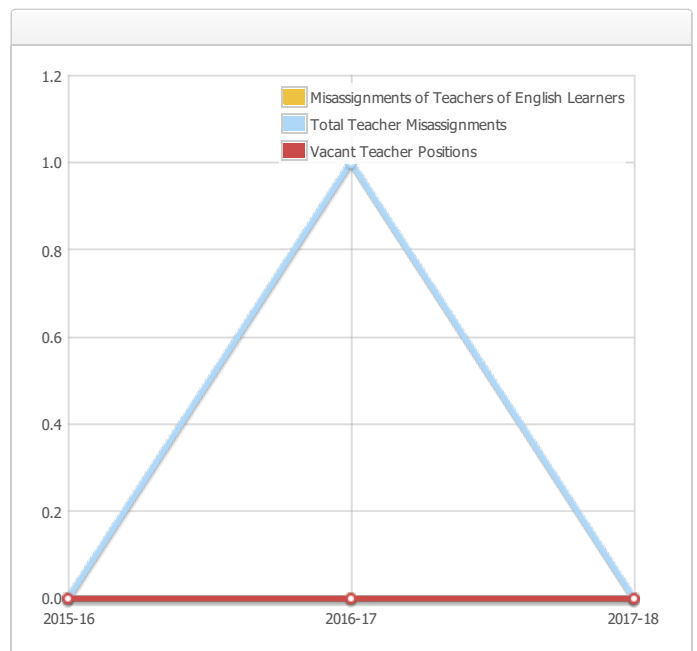
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential	19	17	21
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0



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*	0	1	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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders	Yes	0.0 %
Mathematics	Eureka and Zearn	Yes	0.0 %
Science	NGSS aligned teacher created materials	Yes	0.0 %
History-Social Science	Content is woven into the ELA curriculum.	Yes	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

Firestone operates on a LAUSD facility as a part of Public School Choice. The school was built from the ground up and ready for operation in 2010. Firestone immediately moved in once the campus was operational. As a relatively new facility, the school prides itself on having a modern, well-maintained, and clean campus. The school contracts with LAUSD for any regular maintenance and operations, as well as using an external company for daily custodial needs.

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
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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)	48%	41%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	39%	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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	226	99.12%	40.71%
Male	123	122	99.19%	34.43%
Female	105	104	99.05%	48.08%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	225	223	99.11%	40.36%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	201	199	99.00%	40.20%
English Learners	104	104	100.00%	41.35%
Students with Disabilities	26	26	100.00%	--
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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	226	99.12%	36.73%
Male	123	122	99.19%	39.34%
Female	105	104	99.05%	33.65%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	225	223	99.11%	36.32%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	201	199	99.00%	35.68%
English Learners	104	104	100.00%	33.65%
Students with Disabilities	26	26	100.00%	15.38%
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)	37.0%	31.0%	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

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 School Site 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:

- Proactive communication through various ways: the school sends out ParentSquare messages, Wednesday Weekly, flyers, robo-calls, and agendas for all parent meetings which are posted a week in advance through ParentSquare.
- 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, attending various parent meetings (parent workshops, coffee with the principal, SSC), serving on parent committees (such as ELAC and SSC), fundraising, and communicating with other parents.

School Site Council: 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"), 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 school regularly communicates all of this information through flyers, posters, robo-calls, and an interactive web based parent communication tool, ParentSquare

State Priority: Pupil Engagement

Last updated: 11/13/2017

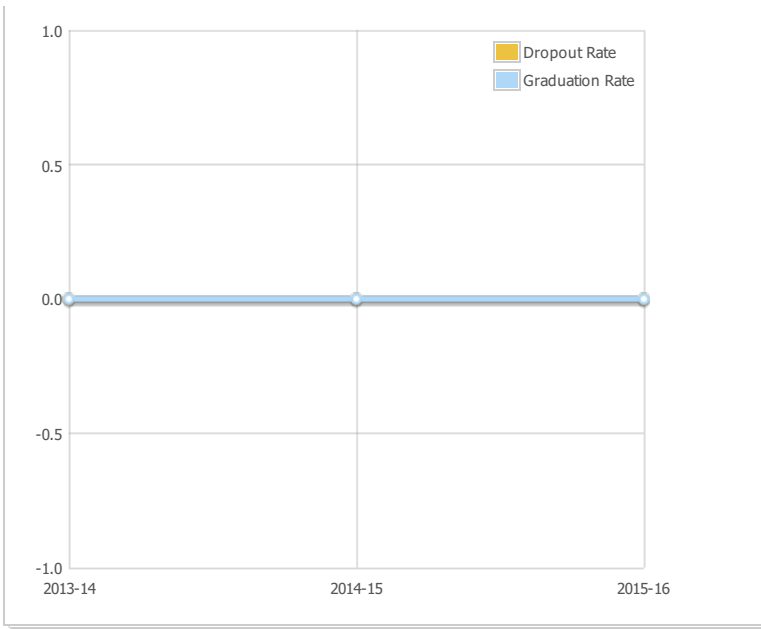
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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



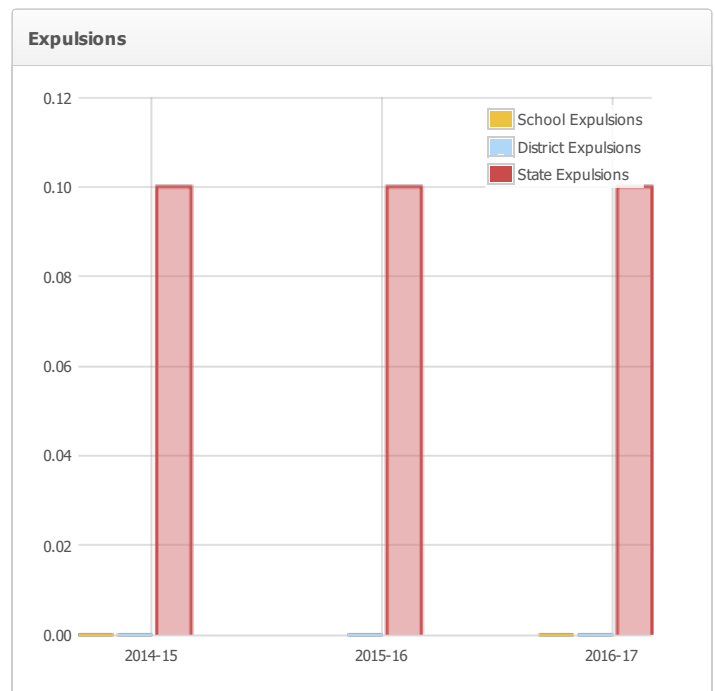
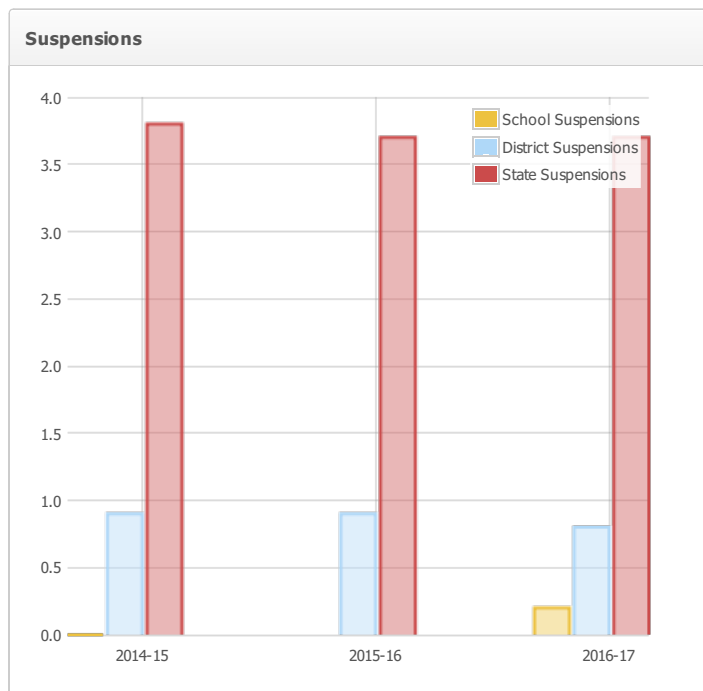
State Priority: School Climate

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	--	--	0.2%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	--	--	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)

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.

Students are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students are held accountable for their behavior in school and during any school sponsored activity. The staff are responsible for positive reinforcement, consistency, and modeling appropriate behavior, in particular through Positive Behavior Intervention and Supports.

Through Restorative Practices, students learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Our students also create Safety and Respect agreements in their classroom that they follow throughout the year. Our school also has school-wide safety and respect agreements that are adhered to across the campus.

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.

Monthly drills include fire, earthquake, shelter in place, intruder, etc. All drills are held in synchronization with LAUSD Early Education Center as they are on the same site. Debriefs and discussion to improve follow each drill. 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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	59.0	1	10	1	90.0	1	15	3	26.0	0	10	3
1	27.0	0	15	0	26.0	0	10	0	26.0	0	15	0
2	28.0	0	10	0	26.0	0	15	0	27.0	0	10	0
3	26.0	0	15	0	27.0	0	10	0	27.0	0	15	0
4	25.0	1	15	0	30.0	0	10	0	32.0	0	10	0
5	23.0	5	10	0	29.0	1	15	0	27.0	1	15	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	20.0	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	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	1.0	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	\$10617.0	\$2473.0	\$8144.0	\$61406.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-18.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	21.3%	-25.4%

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

Last updated: 12/14/2017

Types of Services Funded (Fiscal Year 2016-17)

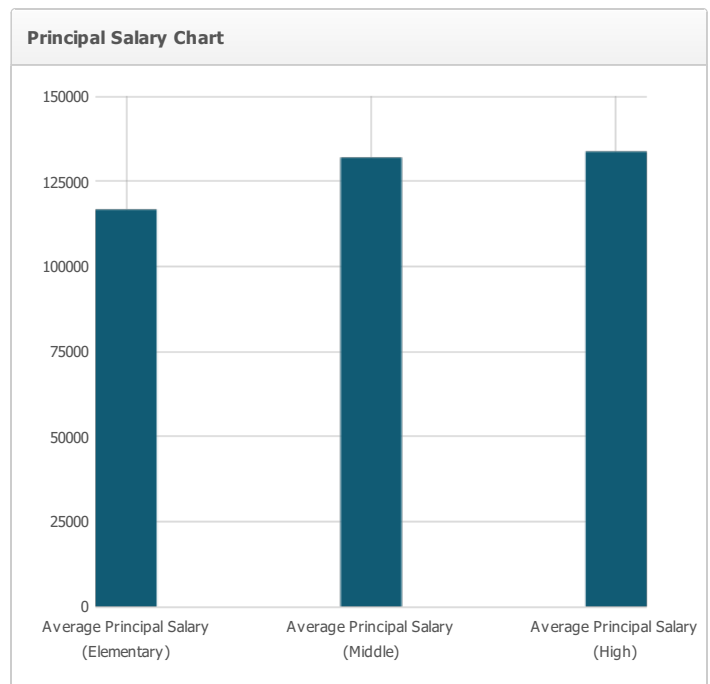
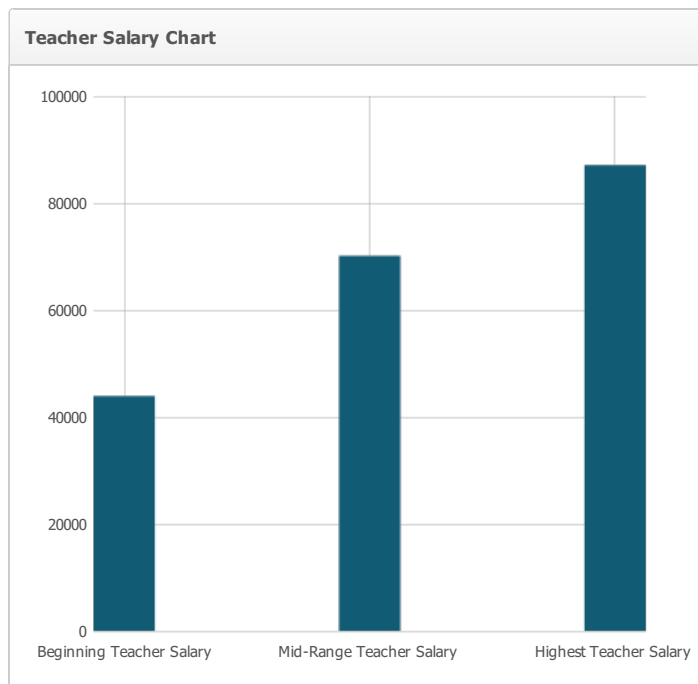
Our programs focus on ALL students in the general education curriculum to their maximum ability. These programs include universal design principles to differentiate Common Core State Standards, a blended learning model of individualized and adaptive learning programs, and intensive small-group intervention provided by a Response to Intervention team and special education teachers. Other programs we offer include an after school program funded through ASES, as well as a gifted and talented program for our third through fifth grade students.

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/cs/>.



Last updated: 11/13/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

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 math problem solving and depth of knowledge questions, guided reading, meeting the needs of ELs, differentiation strategies, implementing technology in the classroom, and unit planning. Across the organization, equity and restorative practices are 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.

Our main focus for professional development for the 2016-2017 school year include more trainings around the process of Close Reading, Writing Conferencing, Balancing Rigor in Math, and Utilizing Data more effectively. Teachers will follow a cycle of inquiry model after each professional development in which they will look at data, find root causes and implement focused strategies based on what they learned in these trainings. The principal and lead team also follows up with teachers in regular grade span meetings or individual principal meetings to discuss how strategies are working to increase student achievement.

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