

# Aspire Firestone 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.

## Stefan Bean, Superintendent

 Principal, Aspire Firestone Academy Charter

### About Our School

Dear Falcon Families,

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.

Sincerely,

The Aspire Firestone Staff

### Contact

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

Phone: 323-249-5740  
E-mail: [data-contact@aspirepublicschools.org](mailto:data-contact@aspirepublicschools.org)

## About This School

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

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

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Aspire Firestone Academy Charter
<b>Street</b>	8929 Kauffman Ave.
<b>City, State, Zip</b>	South Gate, Ca, 90280-3422
<b>Phone Number</b>	323-249-5740
<b>Principal</b>	Stefan Bean, Superintendent
<b>E-mail Address</b>	<a href="mailto:data-contact@aspirepublicschools.org">data-contact@aspirepublicschools.org</a>
<b>Web Site</b>	<a href="http://aspirepublicschools.org">http://aspirepublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330122622

Last updated: 12/6/2018

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

Aspire Public Schools is a national non-profit 501(c)(3) public benefit corporation that operates high performing charter schools that focus on one goal: preparing urban students for college. Aspire currently operates charter schools at 40 different campuses in various school districts in the state of California and Memphis, Tennessee.

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 approximately 400 students from Transitional Kindergarten through the Fifth grade. The school's demographic profile is 99% Hispanic/Latino with 95% of the student body eligible for the Free and Reduced Lunch program. On average 20% - 30% of students are designated as English Language Learners (ELLs). Firestone's current attendance remains consistent at 97%.

#### 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.

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.

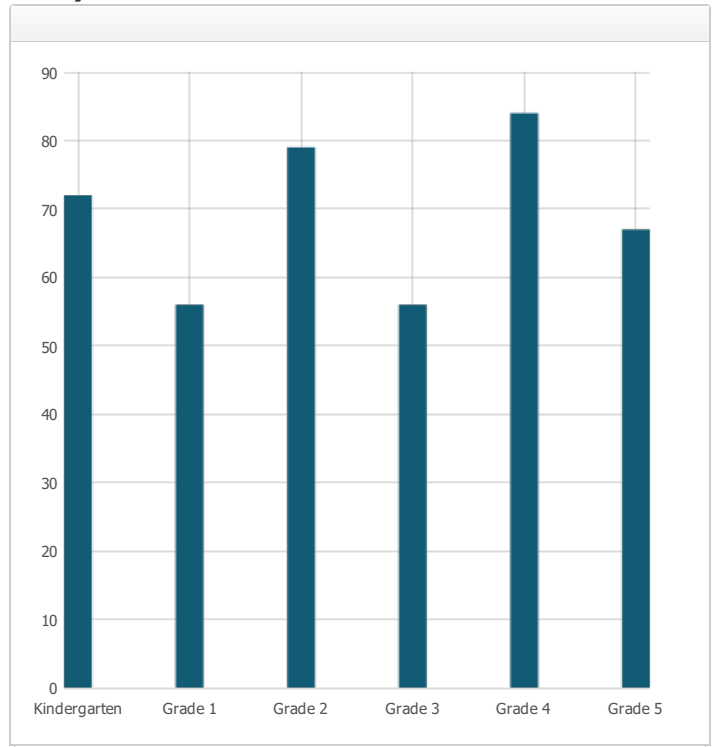
Firestone has strong goals for academic progress. Our teachers guide our scholars through a rigorous, conceptual math curriculum, a coherent reading curriculum integrating reading and writing, focusing on Close Reading, vocabulary and background knowledge development. We also implement EL Achieve as our ELD Curriculum. The school also offers specials classes (Art, Music, Science, and P.E.).

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

*Last updated: 12/9/2018*

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	56
Grade 2	79
Grade 3	56
Grade 4	84
Grade 5	67
<b>Total Enrollment</b>	<b>414</b>



Last updated: 12/6/2018

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	%
Hispanic or Latino	98.6 %
Native Hawaiian or Pacific Islander	%
White	0.2 %
Two or More Races	%
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.9 %
English Learners	29.0 %
Students with Disabilities	6.8 %
Foster Youth	0.5 %

## A. Conditions of Learning

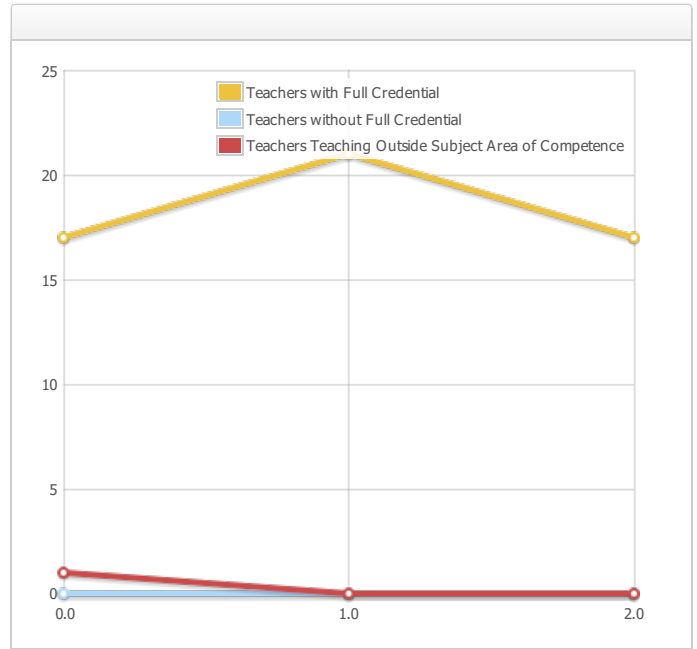
### State Priority: Basic

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

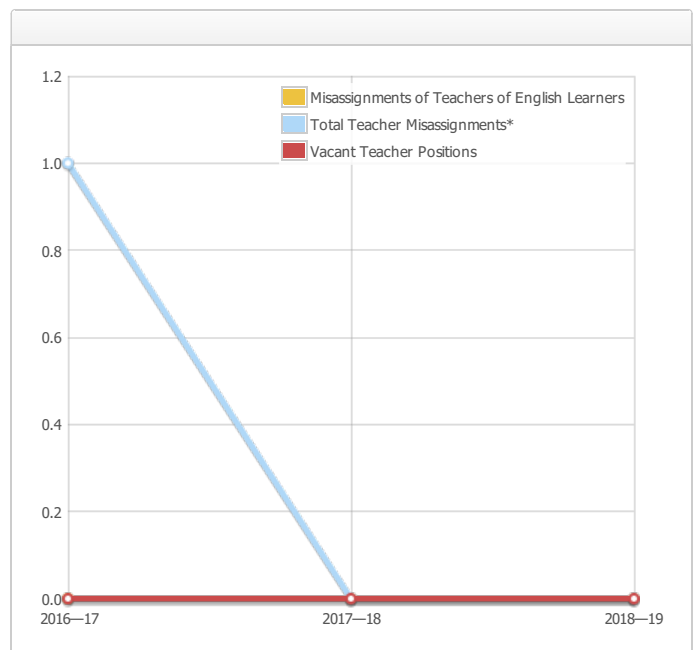
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	21	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 12/10/2018

#### 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*	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: 12/10/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Wit and Wisdom	Yes	0.0 %
Mathematics	Eureka and Zearn	Yes	0.0 %
Science	NGSS aligned teacher created materials		0.0 %
History-Social Science	Content is woven into 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: 12/9/2018*

## School Facility Conditions and Planned Improvements

Firestone operates on an 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: 12/8/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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*Last updated: 12/8/2018*

## 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)	41.0%	46.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	38.0%	30.0%	32.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/6/2018*



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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	192	98.46%	46.35%
Male	109	106	97.25%	35.85%
Female	86	86	100.00%	59.30%
Black or African American			--	--
American Indian or Alaska Native			--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	193	190	98.45%	46.84%
Native Hawaiian or Pacific Islander			--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	182	180	98.90%	45.56%
English Learners	89	88	98.88%	38.64%
Students with Disabilities	24	24	100.00%	8.33%
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: 12/6/2018*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	191	97.95%	38.22%
Male	109	105	96.33%	30.48%
Female	86	86	100.00%	47.67%
Black or African American			--	--
American Indian or Alaska Native			--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	193	189	97.93%	38.62%
Native Hawaiian or Pacific Islander			--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	182	179	98.35%	37.99%
English Learners	89	88	98.88%	35.23%
Students with Disabilities	24	24	100.00%	8.33%
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: 12/6/2018*

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

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 12/6/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	42.2%	29.7%	12.5%

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: 12/11/2018*

## 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 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 provides various features. Parents are important partners in the education of the students, and their input and involvement is sought and highly valued:

- An open invitation to attend their child's classes.
- Easy, open communication with their child's teacher.
- Proactive communication through various ways: the school sends out ParentSquare messages, weekly newsletters, flyers, robo-calls, and agendas for all parent meetings which are posted a week in advance through ParentSquare.
- 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.

# State Priority: Pupil Engagement

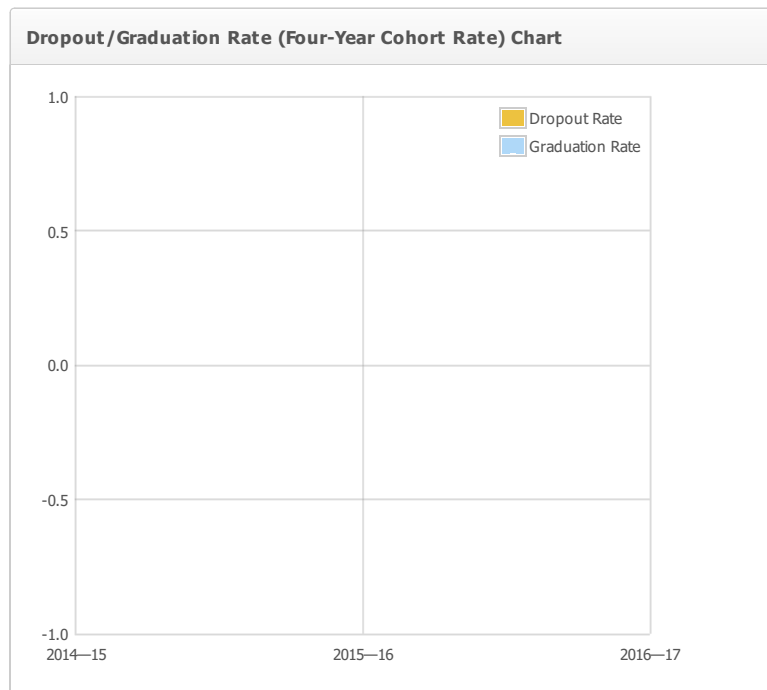
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	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: 12/6/2018

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

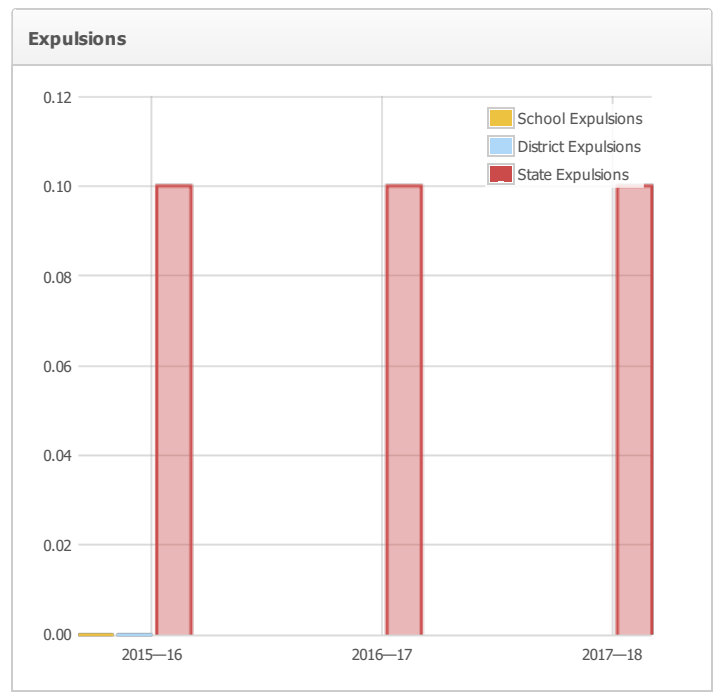
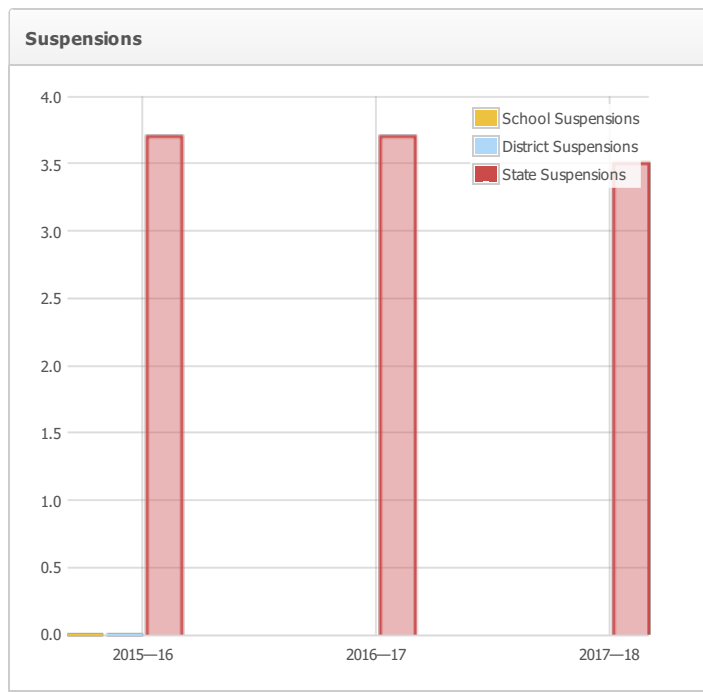
# State Priority: School Climate

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

	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	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/5/2018

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

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 2018.

*Last updated: 12/6/2018*

## 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	90.0	1	15	3
1	26.0		10	
2	26.0		15	
3	27.0		10	
4	30.0		10	
5	29.0	1	15	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	117.0		10	3
1	26.0		15	
2	27.0		10	
3	27.0		15	
4	32.0		10	
5	27.0	1	15	
6				
Other**	20.0	1		

\* 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	82.0	6	10	3
1	28.0		10	
2	26.0		15	
3	28.0		10	
4	28.0		15	
5	34.0			10
6				
Other**	14.0	1		

\* 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: 12/8/2018

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

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)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		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: 12/14/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11707.0	\$2087.0	\$9621.0	\$62927.0
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/10/2018

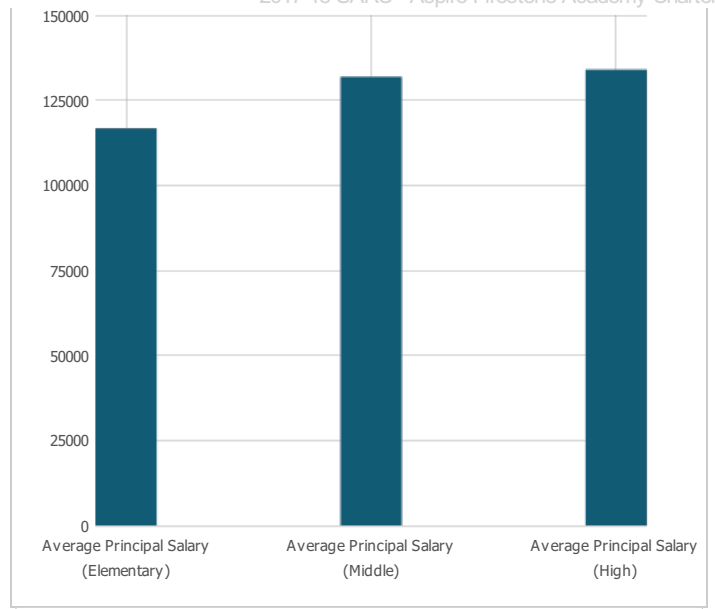
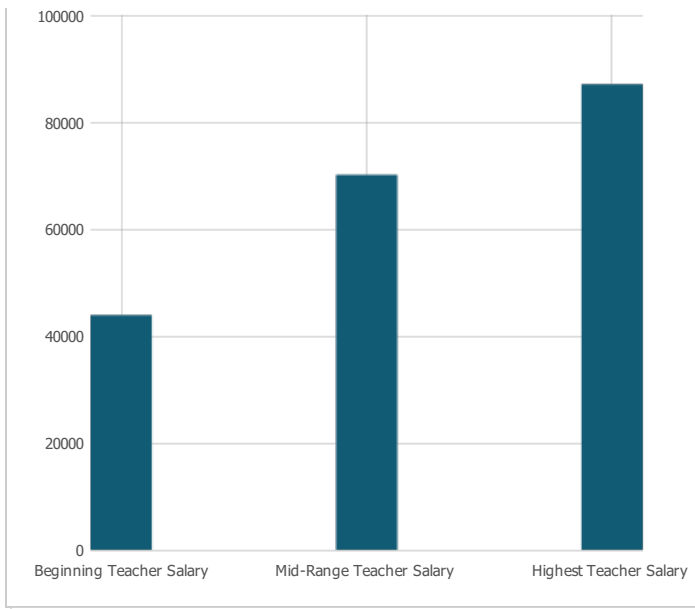
**Teacher and Administrative Salaries (Fiscal Year 2016—17)**

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

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/10/2018

## 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 2016-2017, 2017-2018, and 2018-2019 focused on knowledge and skill building for the CCSS, especially in math, and meeting the needs of ELs and students in Special Education.

Across the organization, equity and restorative practices are major focus areas, too. Teachers also take 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.

The professional development focus for the 2018-19 school year is a focus on formative data collection throughout all content areas. There is also an increased focus on our math instruction, and professional development for math instruction is provided based on current student data.

Last updated: 12/9/2018