

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

Ivy Academia Entrepreneurial Charter School

Address: 7353 Valley Circle Blvd., West Hills, CA 91304
Executive Director: Joe Herzog

Phone: 818.716.0771
Grade Span: TK-12

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/fg/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 <http://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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About Ivy Academia Entrepreneurial Charter School

District Contact Information (School Year 2017–18)

District Name	Ivy Academia Entrepreneurial Charter School
Phone Number	818.716.0771
Superintendent	Joe Herzog
E-mail Address	herzogj@ivyacademia.com
Web Site	www.ivyacademia.com

Elementary School Contact Information (School Year 2017–18)

School Name	Ivy Academia (TK-6)
Street	5461 Winnetka Avenue
City, State, Zip	Woodland Hills, California 91364
Phone Number	818.716.0771
Principal	Jennifer Lyons
E-mail Address	lyonsj@ivyacademia.com
Web Site	www.ivyacademia.com
County-District-School (CDS) Code	19 64733 0106351

School Contact Information (School Year 2017–18)

School Name	Ivy Academia (7-12)
Street	7353 Valley Circle Boulevard
City, State, Zip	West Hills, California 91304
Phone Number	818.716.0771
Principal	Mike Murphy
E-mail Address	murphym@ivyacademia.com
Web Site	www.ivyacademia.com
County-District-School (CDS) Code	19 64733 0106351

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

Strategy for Transforming Los Angeles TK-12 Public Education

Ivy Academia Entrepreneurial Preparatory (“Ivy Academia” or “Ivy”), a non-profit charter, is leading reforms to transform public education to ensure that all students are prepared for college, leadership, and life. Ivy’s innovative efforts are clearing the way to implement a small schools model for all schools, capitalizing on entrepreneurial spirit and raising awareness around the need for high quality, small public elementary, middle, and high schools.

Ivy Academia has been authorized by the Los Angeles Unified School District (“LAUSD”) for the past fourteen years. It serves nearly 700 students at sites located in Woodland Hills and West Hills. Ivy provides students in the Valley an alternative choice, focused on developing entrepreneurial skills for their public school education.

Goals and Philosophy

Mission Statement

Supported by an active and unified community, Ivy Academia educates and empowers its students with real-life entrepreneurial skills necessary to succeed in the 21st century. The Charter seeks to support this entrepreneurial approach through preparing students for college, leadership, and life through innovative instruction a rigorous curriculum, and the use of cutting-edge technology. Ivy Academia is committed to the education, development, and socioeconomic success of all students.

This mission is achieved in a student-centered environment that fosters life-long learning, cross-cultural competency,

social responsibility, and academic excellence. Using critical pedagogy, these family, community, and school elements are aligned to foster these values.

Vision Statement

Ivy Academia seeks to create a progressive, entrepreneurial education that encompasses 21st century skills. Through the cultivation of these skills, Ivy pupils will be successful in college and return to revitalize their home communities with college degrees as professional entrepreneurs. Graduates will be self-confident, self-disciplined, successful, proactive leaders who will excel in high school, college, and beyond.

Our mission and vision statements are in line with current research and educational practices. The Charter’s underlying philosophy engenders the belief that all students can learn when they feel connected to a community. Our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	52
Grade 2	60
Grade 3	49
Grade 4	50
Grade 5	62
Grade 6	76
Grade 7	59
Grade 8	97
Ungraded Elementary	0
Grade 9	60
Grade 10	60
Grade 11	44
Grade 12	38
Ungraded Secondary	0
Total Enrollment	780

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

Student Group	Percent of Total Enrollment
Black or African American	9%
American Indian or Alaska Native	N/A
Asian	7%
Filipino	8%
Hispanic or Latino	54%
Native Hawaiian or Pacific Islander	N/A
White	19%
Two or More Races	3%
Socioeconomically Disadvantaged	66%
English Learners	12%
Students with Disabilities	11%
Foster Youth	0%

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 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	40	41	35	21,812
Without Full Credential	0	0	0	866
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	2,830

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	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.

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Amplify Core Knowledge Language Arts 6: McGraw Hill StudySync 7-9: Holt 10-11: Prentice Hall 12: McGraw Hill	Yes	0%
Mathematics	K-5: McGraw Hill My Math 6-8 McGraw Hill, Glencoe Math CA Alg I/II Geom: Big Ideas (Pre)Calc: Pearson Statistics: WH Freeman & Co.	Yes	0%
Science	K-5: McGraw Hill Inspire Science 6-8: McGraw Hill iScience Earth: Prentice Hall Bio/Chem: Holt AP Chem: Carnegie	Yes	0%
History-Social Science	K-2: Scott Foresman 3-5: Harcourt Brace 6-8: TCI World: Holt AP World: Glencoe MH US: McDougal Littell APUS: Wadsworth Cengage Govt: Glencoe MH AP Govt: Carnegie	Yes	0%
Foreign Language	SPN I/II/III: Prentice Hall AP SPN: Wiley	Yes	0%
Health	Prentice Hall	Yes	0%
Visual and Performing Arts	APEX	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

Ivy Academia is housed on two campuses. The Proposition 39 co-location housed at Taft High School is maintained by LAUSD. There are 21 classrooms used by Ivy. The leased facility, located at Shomrei Torah Synagogue, has 22 classrooms including one science lab, two computer-based classrooms, one computer lab, a teacher's lounge, and administrative offices. The yard includes open space and a basketball hoop. The school has access to one multipurpose room and two chapels from the synagogue.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

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

Overall Facility Rate

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

Overall Rating	Exemplary	Good	Fair	Poor
		X		

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

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)	39.1%	45%	39%	40%	49%	49%
Mathematics (grades 3-8 and 11)	28.9%	29%	28%	30%	37%	38%

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.

**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	441	433	98%	45%
Male	227	221	97%	36%
Female	214	212	99%	54%
Black or African American	38	37	97%	32%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	28	28	100%	68%
Filipino	37	37	100%	78%
Hispanic or Latino	222	219		37%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	89	85	96%	46%
Two or More Races	20	20	100%	55%
Socioeconomically Disadvantaged	273	267	98%	36%
English Learners	39	39	100%	10%
Students with Disabilities	41	38	93%	8%
Students Receiving Migrant Education Services	0	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A

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.

**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	441	432	98%	29%
Male	227	221	97%	26%
Female	214	211	99%	32%
Black or African American	38	38	100%	16%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	28	28	100%	54%
Filipino	37	37	100%	49%
Hispanic or Latino	222	218	98%	20%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	89	84	94%	40%
Two or More Races	20	20	100%	25%
Socioeconomically Disadvantaged	273	269	99%	21%
English Learners	39	37	95%	5%
Students with Disabilities	41	38	93%	3%
Students Receiving Migrant Education Services	0	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A

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.

**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)	57%	48%	46%	46%	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.

Career Technical Education Programs (School Year 2016–17)

<i>Narrative provided by the LEA</i>
<i>Ivy Academia does not currently offer any CTE programs.</i>

Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

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	100%
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100%

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 Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	39%	39%	10%
7	15%	29%	12%
9	14%	30%	40%

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.

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)

Narrative provided by the LEA

Ivy Academia recognizes that, when parents and students form strong partnerships, the student’s potential for educational success improves significantly. Parents learn the scope of their school’s instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. Ivy Academia supports a variety of parent involvement programs that enable the school to involve the parents in a broad range of roles.

Ivy provides parents with strategies and techniques for assisting their children with learning activities through parent meetings and trainings. Ivy hosts of school-based organizations like the parent leadership group, School Site Council, and English Language Acquisition Committee. Ivy prepares parents to actively participate in school decision-making and develops their leadership skills through opportunities like working collaboratively on the Charter, LCAP and WASC.

The parents/guardians will actively participate in parent/teacher conferences, parent-involved activities and parent education opportunities. They will work on school projects, fundraising efforts and events, and coordinate these efforts will administration. They will complete and return all necessary school forms and documents in a timely manner. They will attend Welcome to School meeting, E-Convention, Open House, Back to School Night, etc. Parents/guardians will volunteer by attending workshops, hosting activities, or by being involved with one or more of Ivy Academia’s committees or teams, such as LCAP, facilities, fundraising, transportation, technology, social and parent education events, school beautification, in-class support as an education aide or outside research in support of special school 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)

1. Indicator	2. School			3. District			4. State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	13%	8%	0%	17%	17%	%	12%	11%	9.7%
Graduation Rate	86%	91%	98%	70%	72%	%	80.95%	82.27%	83.77%

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

Student Group	School	District	State
All Students	97.4%	77.3%	87.11%
Black or African American	100%	72.9%	79.19%
American Indian or Alaska Native	100%	66.1%	80.17%
Asian	100%	87.3%	94.42%
Filipino	100%	90.3%	93.76%
Hispanic or Latino	100%	76.9%	84.58%
Native Hawaiian or Pacific Islander	100%	84%	86.57%
White	93.7%	77.3%	90.99%
Two or More Races	100%	74.6%	90.59%
Socioeconomically Disadvantaged	100%	77.8%	63.9%
English Learners	100%	57.1%	55.44%
Students with Disabilities	86%	55.3%	85.45%
Foster Youth	0%	48.3%	68.19%

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	2.5%	2%	4.62%	.9%	.9%	.8%	3.8%	3.7%	5.27%
Expulsions	0%	0%	1.28%	0%	0%	.02%	.1%	.1%	.42%

School Safety Plan (School Year 2017–18)

Narrative provided by the LEA

Ivy Academia maintains and trains on a Comprehensive School Safety Plan. The Comprehensive School Safety Plan was reviewed with teachers at the site during specific staff meetings each August and reviewed periodically during the year. The teachers and staff are provided a copy of the Plan. The key elements of the plan include coordination with schools and other agencies, emergency preparedness and responsibilities, staff assignments, emergency drills, emergency communication, immediate response, and emergency operations. Ivy participates in monthly drills to include preparedness for fire, earthquake, lockdown, windstorm, chemical spills, and intruder.

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	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	652
Percent of Schools Currently in Program Improvement	N/A	71.3%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.5	0	4	0	22	0	3	0	24.5	0	2	0
1	18	0	3	0	20	0	2	0	20.3	2	1	0
2	20	0	3	0	24	0	2	0	23.5	0	2	0
3	22	0	3	0	23.5	0	2	0	19.7	2	1	0
4	29	0	3	0	19	0	2	0	24	0	2	0
5	27	0	3	0	25.7	0	3	0	23.5	0	2	0
6	28	0	4	1	21.7	0	3	0	21.3	2	1	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	3	12	0	23	0	18	0	19.7	10	6	0
Mathematics	20	10	6	0	21.8	19	0	0	20.5	11	5	0
Science	22	7	7	0	23	0	18	0	19.3	11	4	0
Social Science	21	4	11	0	24.4	0	17	0	17.9	11	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	.5	422
Counselor (Social/Behavioral or Career Development)	.5	780
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	780
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	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.

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	\$9,286.21	\$921.08	\$8,365.14	\$71,627
District	N/A	N/A	\$7,038	\$71,133
Percent Difference – School Site and District	N/A	N/A	18.85%	.69%
State	N/A	N/A	\$5,348	\$71,517
Percent Difference – School Site and State	N/A	N/A	56.4%	.15%

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

Types of Services Funded (Fiscal Year 2016–17)

<i>Narrative provided by the LEA</i>
<p><i>The Title I K-12 program at Ivy Academia has been designed to improve the educational performance of targeted, at-risk students. The students are identified for the program based on their performance on state testing, benchmarks, universal assessments, grades, and teacher recommendation. The program is designed to reach all students who are struggling and require academic assistance. Students receive extra academic support in small groups, guided by a teacher or paraprofessional during the school day. Students are frequently assessed and have their results monitored to determine if they need to remain or exit the program called Progress Monitoring. Parent involvement is critical in ensuring that parents know their rights and are encouraged to play an active role in their child's academic success.</i></p>

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,637	\$45,092
Mid-Range Teacher Salary	\$61,395	\$71,627
Highest Teacher Salary	\$80,165	\$93,288
Average Principal Salary (Elementary)	\$109,500	\$115,631
Average Principal Salary (Middle)	---	\$120,915
Average Principal Salary (High)	\$92,232	\$132,029
Superintendent Salary	\$135,000	\$249,537
Percent of Budget for Teacher Salaries	29.7%	37
Percent of Budget for Administrative Salaries	7.4%	5

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

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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	9	50%

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

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

Professional Development

Narrative provided by the LEA

Professional Development is a key element in ensuring the highest level of teacher effectiveness. For six years, the staff meets once a month for a TK-12 Professional Development. Staff also meet monthly by school, department, and grade level. There are seven full-day PD's. Many staff members have attended the CCSA conference, ACSA trainings, and Consortium for Entrepreneurial Education Forum. Most trainings occur after school and during non-student days. These are monitored through agendas, sign-in sheets and individual goal setting with the supervisor. Teacher implement the Charlotte Danielson "A Framework for Teaching" as an evaluation process for the 21st century. Our teachers are implementing Capturing Kids' Hearts to develop stronger relationships.