

Village Charter Academy

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.

Ms. Jennifer Lee Clark, Executive Director

 Principal, Village Charter Academy

About Our School

We want to welcome you and your family to Village Charter Academy. We are excited at all the possibilities this year will bring and are committed to doing all we can to make this school year a successful experience for every student. We firmly believe that a home/school partnership is necessary for the success of all of our students. Learning is not an easy process! It involves sharing ideas, making mistakes, and attempting new experiences. Learning involves hard work by everyone, the teacher, the parent, the principal, but most importantly the student.

At Village Charter Academy, we value and challenge each student and provide opportunities for enrichment and success. Our curriculum allows students to be immersed in the Core Knowledge Sequence while addressing the Common Core State Standards (CCSS). This core instruction, along with the integration of the arts and technology, will ensure that all students receive a rich instructional program!

Research and experience shows us that a parent's/guardian's involvement in a child's education is directly related to his/her success in school. To maximize your child's success, emphasize the importance of education through the following:

- *Ensure that your child is at school on time each day.
- * Attend parent/teacher conferences and school events.
- *Communicate with your child's teacher about his/her progress.
- *Monitor your child's homework daily
- *Expect and support positive behavior at school.
- *Read with your child or encourage your child to read daily.

We look forward to partnering with you to make this an exciting and successful year for our students. Thank you in advance for your support and commitment. If you have any questions, please do not hesitate to contact us at 818-716-2887 or villagecharteracademy@gmail.com.

Sincerely,

Ms. Kletter

Ms. Clark

Directors

Contact

*Village Charter Academy
7357 Jordan Ave.
Canoga Park, CA 91303-1238*

Phone: 818-716-2887

E-mail: j.clark@villagecharteracademy.com

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	Village Charter Academy
Street	7357 Jordan Ave.
City, State, Zip	Canoga Park, Ca, 91303-1238
Phone Number	818-716-2887
Principal	Ms. Jennifer Lee Clark, Executive Director
E-mail Address	j.clark@villagecharteracademy.com
Web Site	http://villagecharteracademy.com
County-District-School (CDS) Code	19647330129866

Last updated: 1/9/2018

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

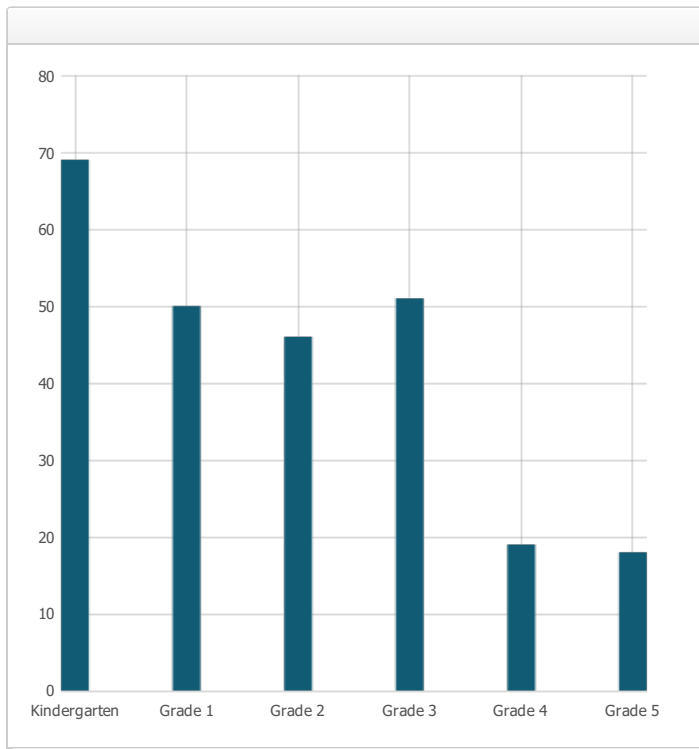
Village Charter Academy (VCA) opened in 2014 with 138 students in grades TK-5 and grew to 158 students over the first year. Now in its fourth year of operation, VCA serves 280 students. The school serves an impacted population: approximately 82 percent of the school's students are eligible for the Free and Reduced Price Meal program, 40 percent are classified as English Learners, and nearly 18 percent are receiving special education services. The school's engaging instructional program includes a focus on arts education and fully included special education students that is succeeding in raising overall student achievement.

Village Charter Academy's students learn skills and knowledge through our content rich curriculum, called Core Knowledge. It is aligned to the Common Core Standards, and is based on a comprehensive framework, which includes an emphasis in studies of science, world cultures, ancient civilizations, U.S. history, poetry, literature, mathematics and the arts. Specific topics are taught in each content area beginning in Kindergarten, with each concept spiraling and deepening as students progress through the grade levels each year. All subjects are presented in an integrated and differentiated instructional model, providing support for the learning needs of all students. Village uses Core Knowledge Language Arts (CKLA) program, which integrates the Core Knowledge content with language arts skills instruction. Math in Focus is the math program, which uses the Singapore Method. Special Education students are fully integrated at every grade level in an inclusion model where students of varying abilities learn alongside their peers supported by a fully developed intervention system. Building reading skills through content builds a foundation of vocabulary and concepts that prepare students for deeper study in middle school and beyond. There is a strong emphasis on the arts at Village, with arts instruction integrated into the daily instructional program. VCA has technology in every classroom that is used to support student success and integrates the content into the instructional day.

Last updated: 1/18/2018

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	50
Grade 2	46
Grade 3	51
Grade 4	19
Grade 5	18
Total Enrollment	253



Last updated: 1/10/2018

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

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	0.0 %
Asian	0.8 %
Filipino	2.0 %
Hispanic or Latino	79.8 %
Native Hawaiian or Pacific Islander	1.2 %
White	10.7 %
Two or More Races	1.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.0 %
English Learners	34.0 %
Students with Disabilities	21.0 %
Foster Youth	0.0 %

Last updated: 1/10/2018

A. Conditions of Learning

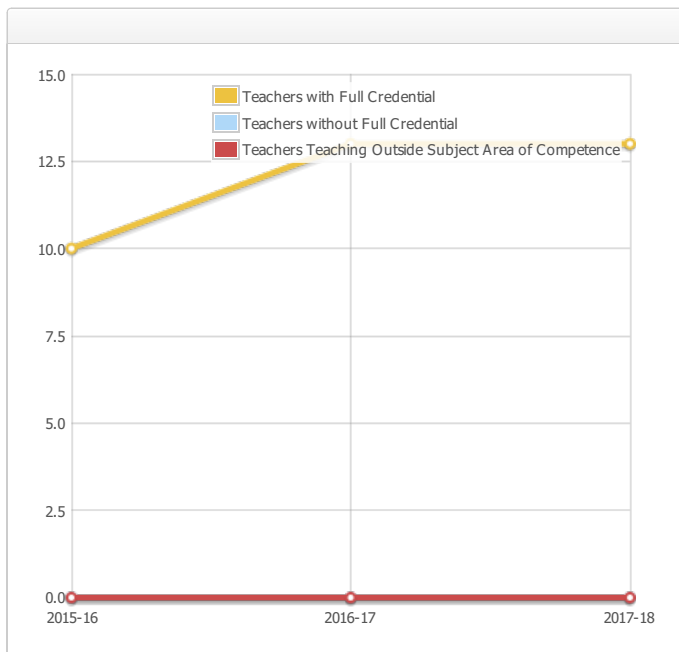
State Priority: Basic

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

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

Teacher Credentials

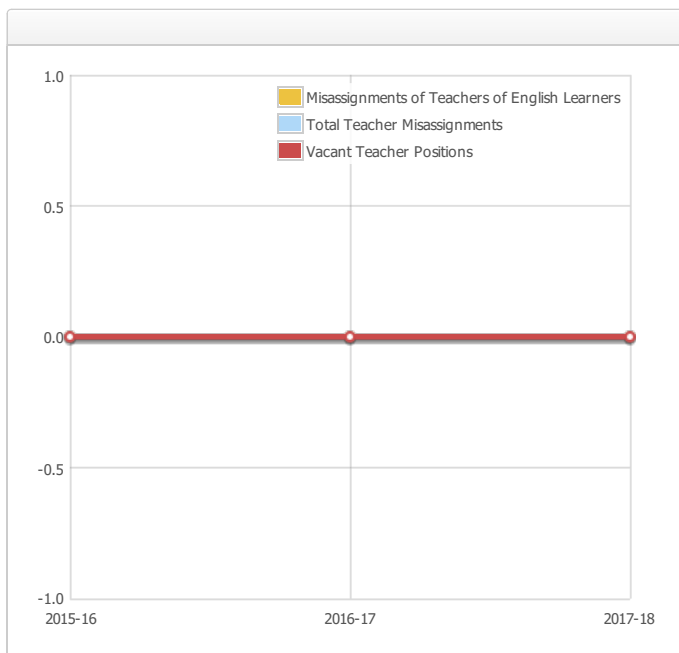
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	13	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/10/2018

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.

Last updated: 1/10/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge Language Arts	Yes	0.0 %
Mathematics	Math In Focus	Yes	0.0 %
Science	Core Knowledge Language Arts	Yes	0.0 %
History-Social Science	Core Knowledge Language Arts	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: 1/10/2018

School Facility Conditions and Planned Improvements

The school has been evaluated to be safe clean and adequate. At this time there is no required maintenance scheduled.

Last updated: 1/10/2018

School Facility Good Repair Status

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

Overall Rating	Good
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Last updated: 1/10/2018

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 (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)	30%	44%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	28%	35%	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: 1/10/2018

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	90	87	96.67%	43.68%
Male	45	43	95.56%	41.86%
Female	45	44	97.78%	45.45%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	72	70	97.22%	34.29%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	74	73	98.65%	36.99%
English Learners	41	40	97.56%	27.50%
Students with Disabilities	27	27	100.00%	18.52%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

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	90	88	97.78%	35.23%
Male	45	43	95.56%	37.21%
Female	45	45	100.00%	33.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	72	70	97.22%	25.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	74	73	98.65%	32.88%
English Learners	41	40	97.56%	30.00%
Students with Disabilities	27	27	100.00%	18.52%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

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)					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: 1/10/2018

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 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
5	17.6%	29.4%	5.9%

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

Last updated: 1/10/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents can talk to the classroom teacher about ways to volunteer in the classroom, some possible ways to help the classroom teacher:

- o File papers/Correct Papers
- o Review mistakes with students
- o Cut out laminating
- o Be an extra person in the classroom during an art project
- o Read with students
- o Assist students with Accelerated Reader (AR)
- o Bulletin Board Prep/Take Down

Parents can sign up to be a "Room Mom" or "Room Dad" to help with Box Tops and other big projects that take place in the classroom.

Parents interested in volunteering in the school (outside the classroom) can work with the Office Manager or School Directors. Some volunteer opportunities are:

- o Helping at drop off or pick up
- o Outside Bulletin Board Prep/Take Down
- o Event Help

State Priority: Pupil Engagement

Last updated: 1/10/2018

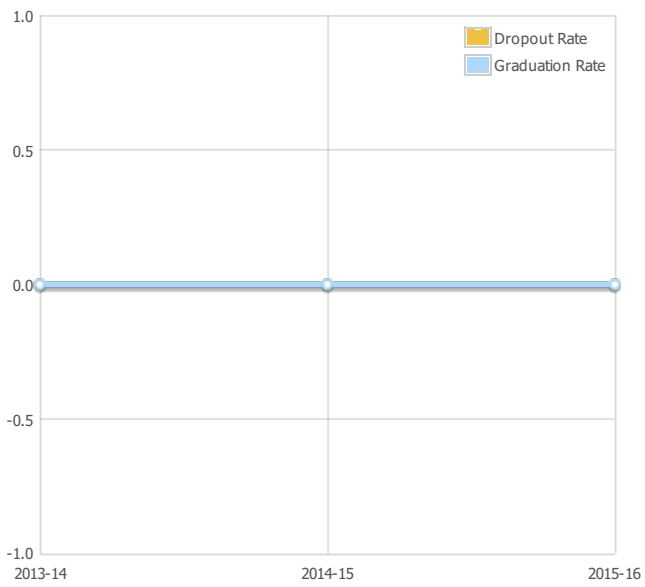
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

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

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



Last updated: 1/10/2018

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

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

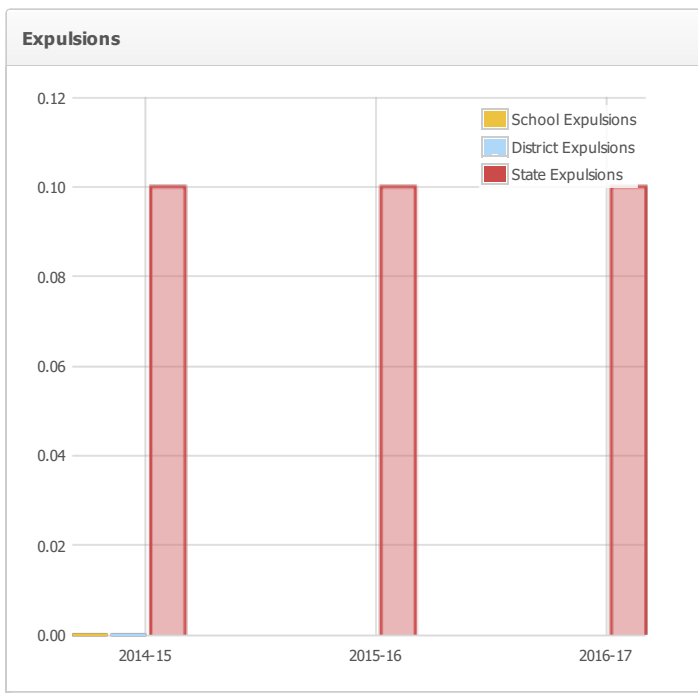
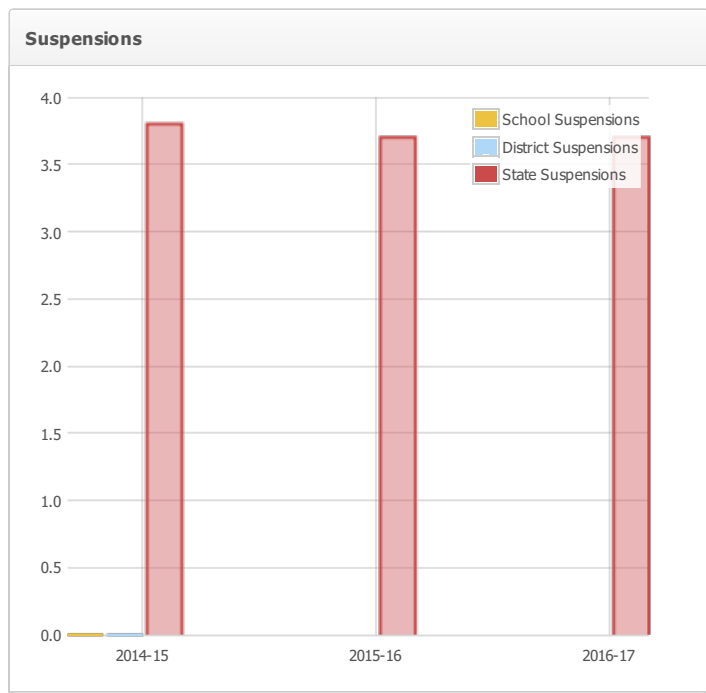
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/10/2018

School Safety Plan (School Year 2017-18)

The safety plan is reviewed yearly. It was revised and reviewed in September 2017 and January 2018. It was discussed with faculty in October 2017. It includes emergency procedures, emergency drills, emergency maps and disaster relief assignments for all staff members.

Last updated: 1/10/2018

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.

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: 1/10/2018

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	17.0	2	1	0	22.0	1	2	0	23.0	1	2	0
1	18.0	1	0	0	24.0	0	1	0	24.0	0	1	0
2	15.0	1	0	0	23.0	0	2	0	23.0	0	2	0
3	12.0	1	0	0	21.0	0	1	0	25.0	0	2	0
4	0.0	0	0	0	0.0	0	0	0	19.0	1	0	0
5	15.0	1	0	0	28.0	0	1	0	18.0	1	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	23.0	0	1	0	25.0	0	1	0	25.0	0	1	0

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

Last updated: 1/10/2018

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

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/10/2018

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	\$10827.0	\$4780.0	\$6047.0	\$52810.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-33.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	-8.4%	-40.0%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

Village Charter Academy is dedicated to supporting all student learning. Our intervention process and programs include multiple assessments, a 3-tier instructional framework, administrative, teacher and parent collaboration and organized follow-up and documentation on student progress. Our intervention program begins with our RTI framework that consists of three instructional levels based on students need. All students, unless previously identified, begin in Tier 1 which is our Core Instructional level. Here all students receive high quality, core level instruction. This level may include differentiation, small group, one to one as needed along with regular assessments. Tier 2 is our next level, which is Supplemental Instruction. Here students are noted as not responding to core instruction and require more formal and targeted interventions. This is in addition to the core instruction and occurs in the classroom. Tier 3 is our Intensive Intervention. Students in this level have not responded to Tier 1 or Tier 2 support and need more intensive instruction. This level of intervention occurs more frequently in smaller groups and often one to one.

Within our RTI system, we have a watch list. We determine at the beginning of the school year which students fall into two categories, Watch list 1 and Watch list 2. Watch List 1 students are newly identified as at-risk. Watch List 2 students have been on watch for at least a year and have not made adequate progress toward grade level standards. When the school year begins, teachers receive a list of students already known to be on Watch 1 or 2. Teachers are required to develop and maintain an Intervention Binder which is organized into the following sections: Class Profile, Tier 1, Tier 2, Tier 3, EL and SPED. Each section helps to identify what level students are on, what intervention services and support they are receiving, and how they are progressing. Administrators collaborate with teachers to ensure that the Intervention Binder is accurate and maintained.

Our benchmarking system consists of DIBELS in grades K-5, which tests foundational reading skills, STAR Math in K-5 and STAR Reading in grades 1-5, which assesses language arts skills. DIBELS also contains a progress monitoring component that provides targeted intervention lessons and tracks improvement between benchmark administrations. Other achievement data is collected through the ELPAC (formerly CELDT K-5), Smarter Balanced Assessment (Math and ELA grades 3-5), classroom program assessments in ELA and Math and other supplemental programs such as Mathletics (online math course for grades 3-5), and SuperStar Online (ELA and Math grades TK-2).

All measures in combination are used to determine whether or not students are meeting grade level standards. When students are not meeting grade level standards, multiple measures allow us to focus on the areas of need and match intervention supports and services that are very focused and specific. During the intervention process, teachers collaborate with parents through meetings, progress notes and documentation (student work). Our intervention programs include home connection communication documents in parents' language, which communicate how a student is doing in comparison to grade level peers and provide activities to help increase student learning. This process is documented in their Intervention Binder to help keep an accurate record of each student and collaboration with parents.

Last updated: 1/16/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

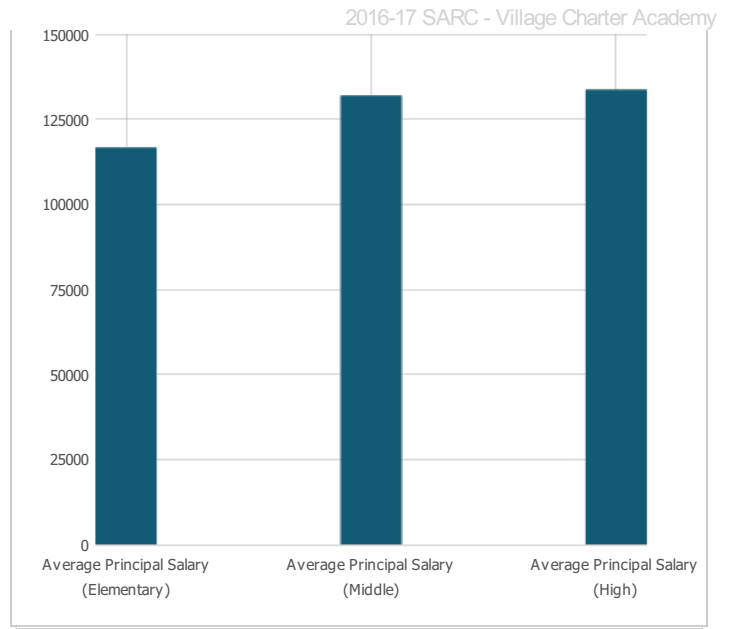
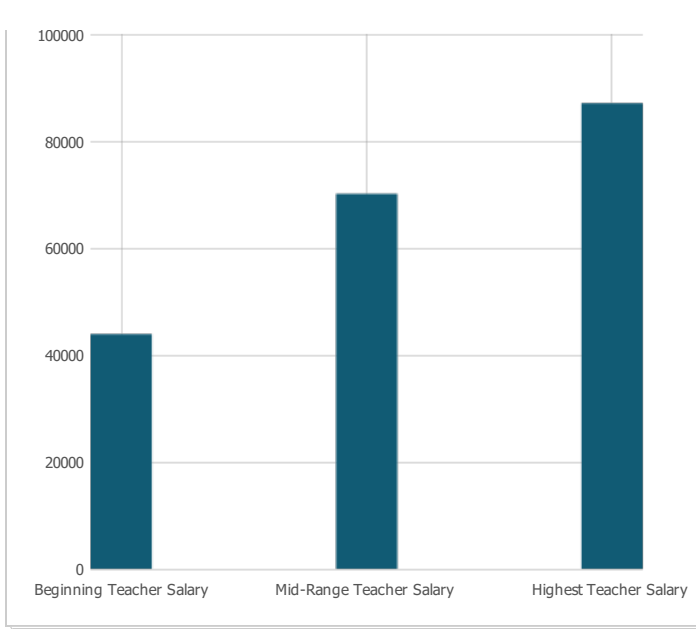
For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart

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Principal Salary Chart

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Last updated: 1/12/2018

Professional Development

Teachers received 2 weeks of professional development for the 16-17 and 17-18 SY and 1 week for the 15-16 SY prior to the start of the school year. The primary focus for the professional development was further training on the school instructional programs and the charter. These areas were selected to teachers would be able to implement the school instructional program and charter with fidelity. In addition to the Professional Development provided prior to the start of the school year, teachers receive Professional Development throughout the year. PD is provided by both on site and off site experts. Teachers are able to attend one conference a year based on their self identified area of need.

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