KIPP Philosophers Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.
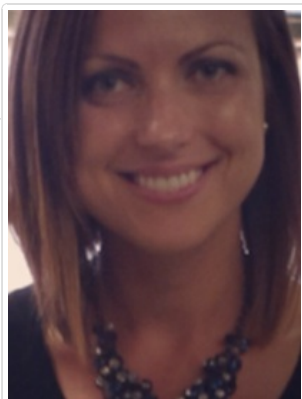
Heidi Kunkel, Principal

📍 Principal, KIPP Philosophers Academy

About Our School

Thank you for checking out our School Accountability Report Card! KIPP Philosophers Academy (KPA) is a tuition-free public charter school currently serving 5th through 8th grade scholars in South Los Angeles.

KPA is part of the highly regarded KIPP (Knowledge is Power Program) national network of charter schools. KPA is part of KIPP LA, a charter school management organization.

KPA aims to develop students academically so that they persevere through college and are competitive members of a globalized workforce. KPA staff enhance this academic instruction through additional exposure to the arts, humanities and philosophy. As well, we provide character education, emphasizing our core values: grit, zest, grace, truth and love.

KPA staff are highly devoted educators, dedicated to the success of all scholars. If you are interested in learning more about KIPP Philosophers Academy, please stop by for a visit!

Contact

KIPP Philosophers Academy
8300 South Central Ave.
Los Angeles, CA 90001

Phone: 323-584-6664
E-mail: hkunkel@kippla.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Ramon Cortines
E-mail Address	ramon.cortines@lausd.net
Web Site	www.lausd.net

| School Contact Information - Most Recent Year	
School Name	KIPP Philosophers Academy
Street	8300 South Central Ave.
City, State, Zip	Los Angeles, Ca, 90001
Phone Number	323-584-6664
Principal	Heidi Kunkel, Principal
E-mail Address	hkunkel@kippla.org
Web Site	www.kippla.org/philosophers
County-District-School (CDS) Code	19647330125609

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

The mission of KIPP Philosophers Academy is to provide students with an excellent education rooted in the arts, humanities, and philosophy so they are able to develop their own success in high school, college, and beyond with the ultimate goal of taking their knowledge and putting it into practice to impact their communities in a long lasting and positive way.

KIPP Philosophers Academy's values are grit, zest, grace, truth, and love.

Last updated: 1/15/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 5	33
Grade 6	108
Grade 7	117
Total Enrollment	258
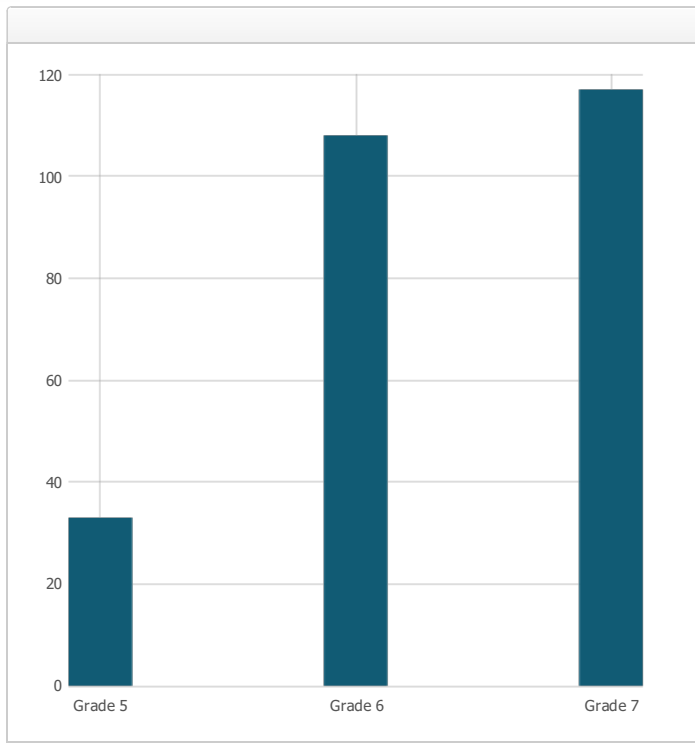
Last updated: 1/15/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	34.1 %
American Indian or Alaska Native	0.4 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	63.6 %
Native Hawaiian or Pacific Islander	0.4 %
White	0.4 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	96.5 %
English Learners	21.3 %
Students with Disabilities	15.9 %
Foster Youth	1.2 %
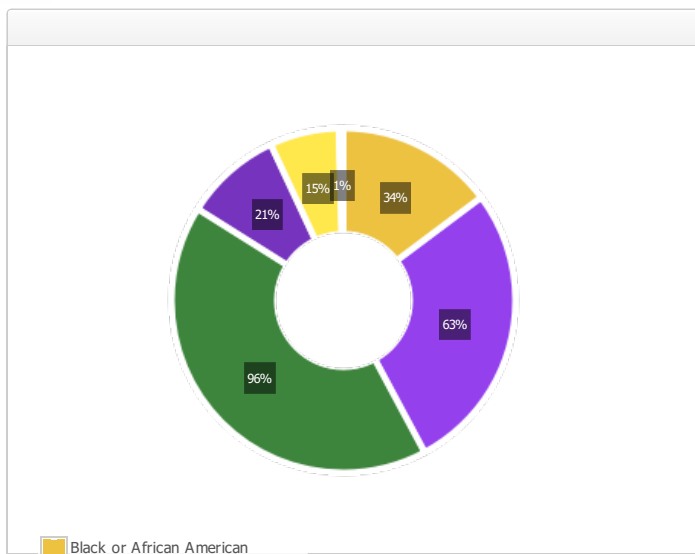
Last updated: 1/15/2016

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	12	14	
Without Full Credential	0	0	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
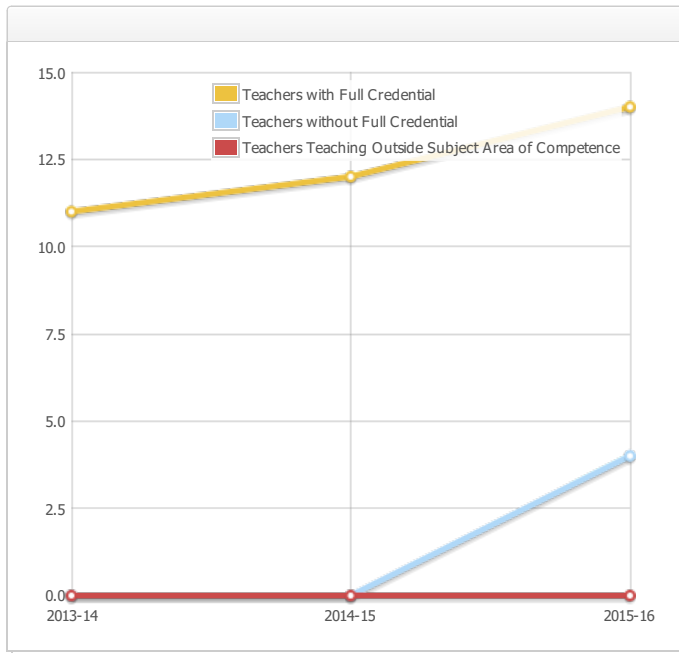
Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
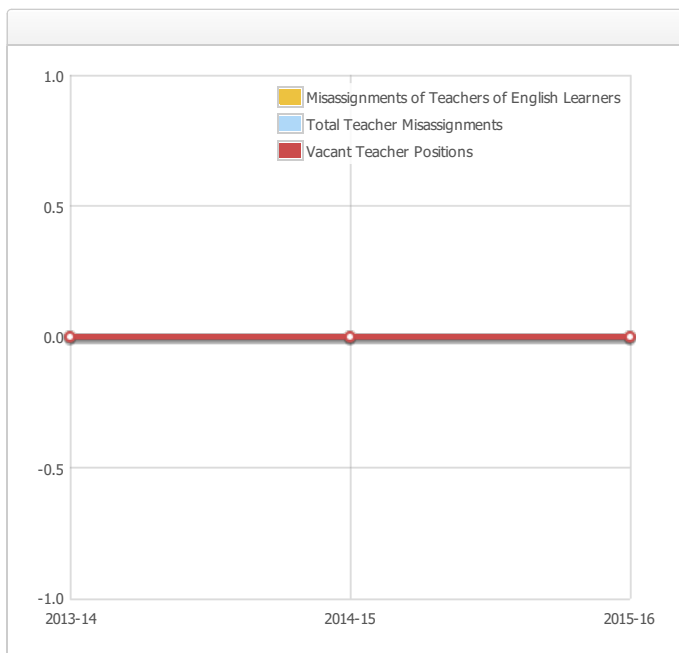
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Waggle (online computer adaptive program) Scholastic Guided Reading Library (A-Z for fiction and non-fiction) Standards aligned teacher and teacher group created materials and curricula		0.0 %
Mathematics	Eureka Math (5th-7th) ST Math (online computer adaptive program) Standards aligned teacher and teacher group created materials and curricula		0.0 %
Science	ScienceFusion (5th-8th) - text book and online component Standards aligned teacher and teacher group created materials and curricula		0.0 %
History-Social Science	Achieve 3000 (online computer adaptive program) Standards aligned teacher and teacher group created materials and curricula		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The school site is in good condition. All systems are in proper working order and the facilities are well
maintained. We have an HVAC system and are able to provide air conditioning and heating when needed. We have a full time daytime janitor, night porter, and
maintenance person when necessary.

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	n/a
Interior: Interior Surfaces	Good	n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	n/a
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 - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

	Percent of Students Meeting or Exceeding the State Standards		
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	21.0%	25.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	30	100.0%	13.0%	23.0%	47.0%	17.0%
Male	30	11	36.7%	18.0%	18.0%	45.0%	18.0%
Female	30	19	63.3%	11.0%	26.0%	47.0%	16.0%
Black or African American	30	11	36.7%	9.0%	27.0%	55.0%	9.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	19	63.3%	16.0%	21.0%	42.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	30	29	96.7%	14.0%	24.0%	48.0%	14.0%
English Learners	30	5	16.7%	--	--	--	--
Students with Disabilities	30	4	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	97	100.0%	45.0%	27.0%	23.0%	5.0%
Male	97	47	48.5%	51.0%	26.0%	19.0%	4.0%
Female	97	50	51.5%	40.0%	28.0%	26.0%	6.0%
Black or African American	97	39	40.2%	59.0%	23.0%	15.0%	3.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	97	56	57.7%	38.0%	30.0%	25.0%	7.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
White	97	1	1.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	97	92	94.8%	46.0%	26.0%	23.0%	5.0%
English Learners	97	19	19.6%	79.0%	16.0%	5.0%	0.0%
Students with Disabilities	97	20	20.6%	65.0%	25.0%	10.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	106	99.1%	28.0%	29.0%	40.0%	3.0%
Male	107	62	57.9%	32.0%	27.0%	39.0%	2.0%
Female	107	44	41.1%	23.0%	32.0%	41.0%	5.0%
Black or African American	107	28	26.2%	46.0%	21.0%	29.0%	4.0%
American Indian or Alaska Native	107	1	0.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	107	77	72.0%	22.0%	32.0%	43.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	107	103	96.3%	28.0%	29.0%	40.0%	3.0%
English Learners	107	25	23.4%	56.0%	20.0%	24.0%	0.0%
Students with Disabilities	107	18	16.8%	72.0%	17.0%	11.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	30	100.0%	33.0%	37.0%	20.0%	10.0%
Male	30	11	36.7%	27.0%	45.0%	27.0%	0.0%
Female	30	19	63.3%	37.0%	32.0%	16.0%	16.0%
Black or African American	30	11	36.7%	45.0%	18.0%	36.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	19	63.3%	26.0%	47.0%	11.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	30	29	96.7%	34.0%	34.0%	21.0%	10.0%
English Learners	30	5	16.7%	--	--	--	--
Students with Disabilities	30	4	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	96	99.0%	56.0%	25.0%	13.0%	5.0%
Male	97	46	47.4%	59.0%	22.0%	11.0%	9.0%
Female	97	50	51.5%	54.0%	28.0%	14.0%	2.0%
Black or African American	97	39	40.2%	72.0%	21.0%	5.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	97	55	56.7%	47.0%	29.0%	16.0%	7.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
White	97	1	1.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	97	91	93.8%	58.0%	23.0%	12.0%	5.0%
English Learners	97	19	19.6%	84.0%	16.0%	0.0%	0.0%
Students with Disabilities	97	20	20.6%	90.0%	10.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/25/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	107	100.0%	43.0%	35.0%	18.0%	5.0%
Male	107	62	57.9%	45.0%	29.0%	19.0%	6.0%
Female	107	45	42.1%	40.0%	42.0%	16.0%	2.0%
Black or African American	107	28	26.2%	54.0%	29.0%	18.0%	0.0%
American Indian or Alaska Native	107	1	0.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	107	78	72.9%	40.0%	37.0%	17.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	107	104	97.2%	44.0%	34.0%	17.0%	5.0%
English Learners	107	25	23.4%	72.0%	24.0%	4.0%	0.0%
Students with Disabilities	107	18	16.8%	83.0%	17.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/25/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	37.0%	61.0%	40.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	40.0%
Male	45.0%
Female	36.0%
Black or African American	36.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	42.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	37.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.7%	36.7%	20.0%
7	17.6%	25.0%	37.0%

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.

Last updated: 1/25/2016

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 - Most Recent Year

KIPP Philosophers Academy is committed to actively involving parents in their child's learning. In spring 2014 parents were involved with the development of the 2014-15 LCAP. In fall 2015 parents were involved in the development of our School Site Counsel. Parents are encouraged to attend regular workshops, parent conferences, feedback sessions, coffee with the principal, and team and family events. Parents stay in the know with Parent Bulletins that are provided weekly along with reminders via phone call blast.

State Priority: Pupil Engagement

Last updated: 1/25/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	66.60	68.10	70.20	78.87	80.44	80.95

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

2014-15 SARC - KIPP Philosophers Academy
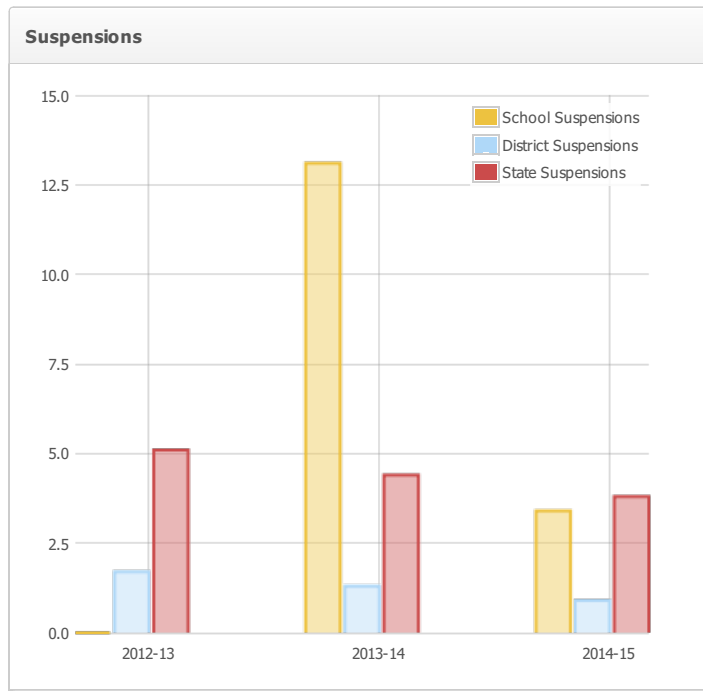Last updated: 1/25/2016
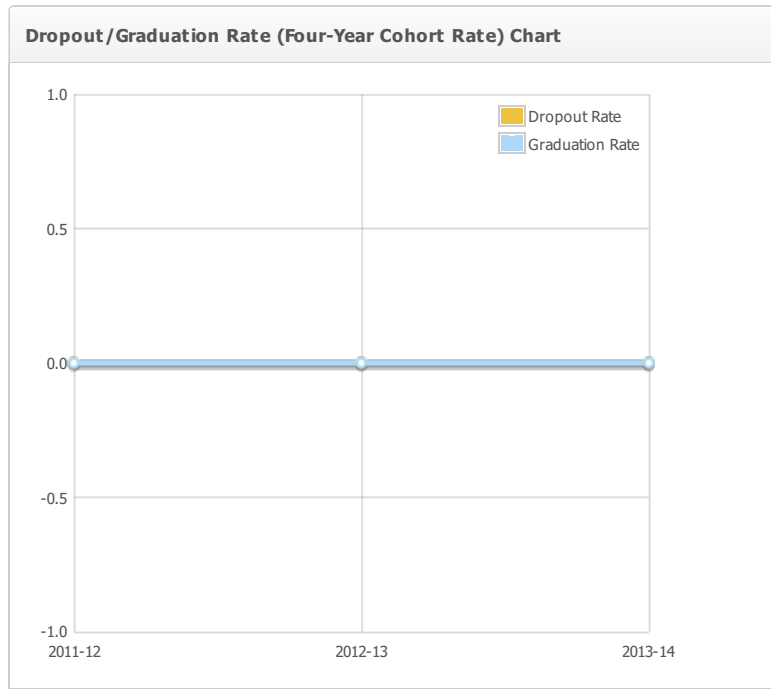
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	13.1	3.4	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions

Expulsions
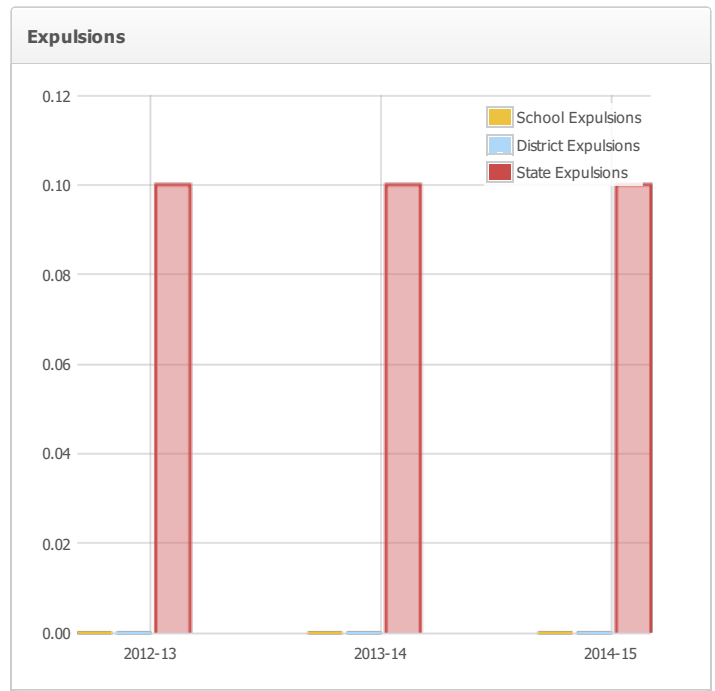
Last updated: 1/25/2016

School Safety Plan - Most Recent Year

A school safety plan is in place it includes regular safety drills. Earthquake, lockdown, shelter in place, and fire drills are conducted on a monthly basis. Great shake/ shake out has been replicated at KPA. We have successfully replicated an earthquake drill with request and release gates. We have supplies and food on site in case of a real emergency.

School facilities are checked thoroughly and have a plan in place for any repairs or maintenance needed.

Last updated: 1/25/2016

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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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 1/25/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/25/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13 Average Class Size	Number of Classes * 1-20	21-32	33+	2013-14 Average Class Size	Number of Classes * 1-20	21-32	33+	2014-15 Average Class Size	Number of Classes * 1-20	21-32	33+
K												
1												
2												
3												
4												
5	23.0		3		18.0		3		31.0		1	
6					28.0		4		24.0		4	
Other												

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

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									28.0		8	
Mathematics									28.0		4	
Science									28.0		4	
Social Science												

* 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.

Last updated: 1/25/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	0.4	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: 2/1/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$12476.4	$5661.3	$6815.1	$58601.9
District	N/A	N/A	$0.0	$68881.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	27.4%	-19.7%

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

Last updated: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

Instructional services including: general instruction, intervention instruction, special education instruction, enrichment instruction and student technology.

Last updated: 2/1/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,788	$43,165
Mid-Range Teacher Salary	$63,553	$68,574
Highest Teacher Salary	$78,906	$89,146
Average Principal Salary (Elementary)	$105,723	$111,129
Average Principal Salary (Middle)	$115,222	$116,569
Average Principal Salary (High)	$116,595	$127,448
Superintendent Salary	$350,000	$234,382
Percent of Budget for Teacher Salaries	35.0%	38.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
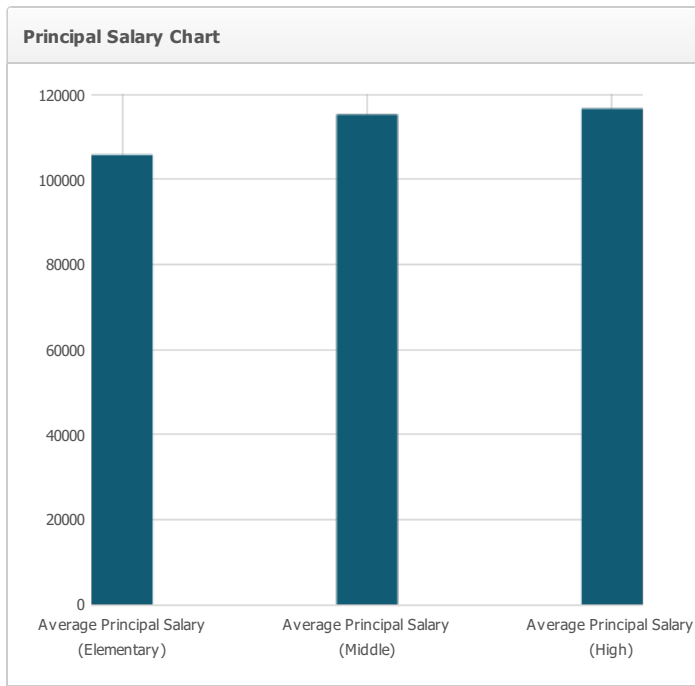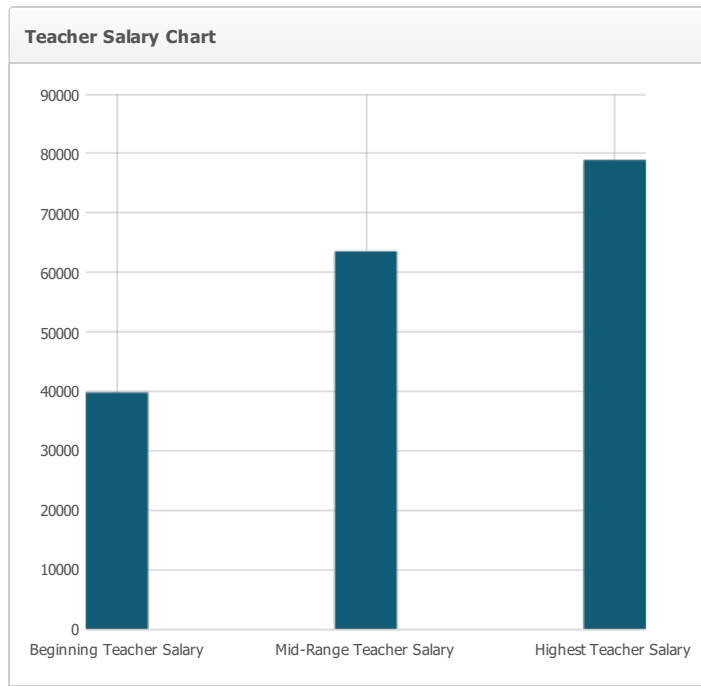
Last updated: 1/27/2016

Professional Development – Most Recent Three Years

Three hours are scheduled weekly for teacher professional development. Mondays are set days for professional development. Priorities for professional development are based on our three rocks; lesson planning, lesson delivery, and data analysis. The focus of professional development is strategically planned throughout the year and topics are revisited multiple times. Most of the professional development trainings are delivered during after school workshops. Other professional development opportunities consist of conference attendance and individual coaching sessions. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.