

The background features several overlapping gold circles of varying sizes, some four-pointed gold stars, and small gold dots scattered across a light cream color. The text is centered within the largest circle.

**21-22 SARC
Presentation**



01

Introduction

What is the SARC? What are you voting on? How it is completed?

What is a School Accountability Report Card (SARC)?

“Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.”

–From the “A Parent's Guide to the SARC”
page on the CDE Website

Are LEA governing boards required to approve the publication of a SARC?

Yes. Our (CDE) understanding of the relevant School Accountability Report Card California EC Section 35256 is as follows:

EC Section 35256 requires the governing school board of each school district to "develop and cause to be implemented" a SARC for each school within their district in which to report school conditions provided in EC Section 33126. To "develop and cause to be implemented" is to "approve."

(a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Section 33126.

(b) Not less than triennially, the governing board of each school district shall compare the content of the SARC of the school district to the model SARC adopted by the state board. Variances among school districts shall be permitted where necessary to account for local needs.

(c) The governing board of each school district annually shall issue a SARC for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008–09 school year, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

Methods of Completion

1

myCDEconnect

Online tool provided by CDE with pre-populated information.

2

Word Template

Downloadable blank Microsoft Word template provided by the CDE

3

DTS

Document Tracking Services is a paid web service that we use to complete and store some template based reports.



02

The Report

Data omitted and submitted in our 21–22 SARC

Section 1: About This School

The SARC is completed this school year but presents data for last school year. This year's SARC presents data for the middle school only

- **Principal's Message (omitted):** Chose to omit due to our unique structure. Felt the next few sections was able to communicate enough information.
- **Contact Information**
- **School Description and Mission Statement**
- **Student Enrollment by Grade Level**
- **Student Enrollment by Student Group**

Section 1: About This School

2022-23 School Contact Information

School Name	The Academy of Alameda
Street	401 Pacific Ave
City, State, Zip	Alameda, CA, 94501
Phone Number	510-748-4017
Principal	Christine Chilcott
Email Address	cchilcott@aoaschools.org
School Website	https://www.aoaschools.org/
County-District-School (CDS) Code	01611190122085

2022-23 District Contact Information

District Name	The Academy of Alameda
Phone Number	510-337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org/

2022-23 School Overview

The Academy of Alameda is a free public charter school serving grades K-8. We believe that students perform best when they learn in an environment that is safe and inclusive, and when they are deeply engaged because the curriculum and skills that they are learning are challenging and relevant to their lives. As a result, The Academy of Alameda fosters opportunities for students to have learning experiences where they are directly involved in their learning.

In the 2022-2023 school year The Academy of Alameda Middle School and The Academy of Alameda Elementary School were merged to become The Academy of Alameda, a K-8 school. Due to merger under the Middle School code, the information from the 21-22 middle school is reported out below.

Our Mission Statement: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity, and who apply their learning to empower themselves and their communities.

Our Envisioned Future Statement: The Academy of Alameda envisions a future where all of our students are successful, and their destinies are not determined by their demographics.

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	119
Grade 7	126
Grade 8	125
Total Enrollment	370

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	49.2
American Indian or Alaska Native	0.0
Asian	18.6
Black or African American	18.4
Filipino	5.9
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	11.9
White	18.9
English Learners	18.1
Foster Youth	0.3
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	57.6
Students with Disabilities	11.9

Section 2:

Conditions of Learning

- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Sections not submitted:

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments Credentialed
- Teachers Assigned Out-of-Field
- Class Assignments

These sections were not included because the 21–22 data was not available in myCDEconnect template and was also not available to update

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6th Grade Curriculum :</p> <p>Class Novels:</p> <ul style="list-style-type: none"> The Giver <p>Short Stories:</p> <ul style="list-style-type: none"> "Inside Out" "Everything Will be OK" "My Side of the Story" "Raymond's Run" "Your Move" "The King of Mazy May" "Stray" <p>Nonfiction:</p> <ul style="list-style-type: none"> Readworks Newsela <p>Online:</p> <ul style="list-style-type: none"> Quill Accelerated Reader Brainpop IXL <p>7th Grade Curriculum</p> <p>Class Novels:</p> <ul style="list-style-type: none"> The Skin I'm In American Born Chinese Assorted novels for Book Clubs <p>Short Stories:</p> <ul style="list-style-type: none"> "Thank You M'am" "The Lottery" "All Summer in a Day" 	Yes	0.0%

	<p>Non Fiction:</p> <ul style="list-style-type: none"> Misc news articles, speeches, and TED talks; relevant Jr. Scholastic Articles <p>Online:</p> <ul style="list-style-type: none"> NewsELA; Quill No Red Ink <p>8th Grade Curriculum</p> <p>Class Novels:</p> <ul style="list-style-type: none"> The Absolutely True Diary of a Part-Time Indian Assorted poetry <p>Non Fiction:</p> <ul style="list-style-type: none"> Warriors Don't Cry Misc news articles, speeches, and TED talks 		
Mathematics	Open Up Resources	Yes	0.0%
Science	<p>California Science Explorer: Focus on Life Science/Physical Science (Prentice Hall) (classroom copies only)</p> <p>Prentice Hall California Earth Science (used as reference)</p>	Yes	100.0%
History-Social Science	<p>Classroom sets used as supplemental resources:</p> <ul style="list-style-type: none"> A Young People's History of the U.S. by Howard Zinn (2007) Glencoe: The American Journey (2006) TCI History Alive: The Medieval World and Beyond (2011) Beyond (2011) <p>7th Grade Fiction Refugee</p>	Yes	100
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements Narrative:

The overall facility is in fair to good conditions, although improvements need to be made. At the start of the 22-23 school year, the blacktop was resurfaced and painted. Additional exterior work that needs to be completed includes repairs to the playground surface and construction of a more secure fence around the perimeter of the school. Internally, painting of main offices and cafeteria entry ways was completed in Fall 2022. Removal of lockers and painting of the kindergarten hallways is planned for sprint of 2023. To complete the implementation of a TK program, a bathroom and additional outdoor play space will need to be created during the 23-24 school year.

Year and month of the most recent FIT report January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC upgrade was completed in Fall of 2021. Additional heating repairs in the Music room still needs to be completed.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A second water/refill station needs to be added to the 2nd Quad downstairs near the restrooms and a 3rd, on the blacktop area should be replaced as it is old and not in a good location. An additional bathroom needs to be created for required TK completion.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Major leaks in the roof of the Gym, Band Room, and stage were repaired in January 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Blacktop resurfacing and painting completed in Fall 2022. Needed: Fence repair along the entire perimeter
				and security fences installed. Completion of the playground surface repairs.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

Section 3:

Pupil Outcomes

- CAASPP Test Results in ELA and Mathematics for All Students
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Mathematics by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- California Physical Fitness Test Results

Sections not submitted:

- Career Technical Education (CTE) Programs
- Career Technical Education (CTE) Participation
- Course Enrollment/Completion of UC and/or CSU Admission Requirements

These sections were not included because they do not apply to grades 6–8

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	353	97.78	2.22	58.07
Female	180	176	97.78	2.22	60.23
Male	178	174	97.75	2.25	55.75
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	66	63	95.45	4.55	68.26
Black or African American	68	65	95.59	4.41	35.39
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	86	86	100.00	0.00	52.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.04	61.71
White	69	68	98.55	1.45	70.58
English Learners	43	41	95.35	4.65	14.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	34	97.14	2.86	61.77
Socioeconomically Disadvantaged	214	207	96.74	3.27	48.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	44	100.00	0.00	27.27

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	352	97.51	2.49	37.22
Female	180	175	97.22	2.78	35.42
Male	178	174	97.75	2.25	38.51
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	66	63	95.45	4.55	55.55
Black or African American	68	65	95.59	4.41	10.77
Filipino	22	22	100.00	0.00	40.91
Hispanic or Latino	86	86	100.00	0.00	27.9
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	46	95.83	4.17	41.3
White	69	68	98.55	1.45	54.41
English Learners	43	41	95.35	4.65	7.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	34	97.14	2.86	23.52
Socioeconomically Disadvantaged	214	207	96.73	3.27	25.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	44	100.00	0.00	9.1

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	32.2	NT	50.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	118	95.93	4.07	32.2
Female	57	55	96.49	3.51	34.55
Male	66	63	95.45	4.55	30.15
American Indian or Alaska Native	0	0	0	0	0
Asian	32	29	90.63	9.38	55.17
Black or African American	20	19	95	5	10.52
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100	0	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	35.72
White	17	17	100	0	47.06
English Learners	14	12	85.71	14.29	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	19	18	94.74	5.26	11.12
Socioeconomically Disadvantaged	80	76	95	5	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	98	98	98	98	98
Grade 9	N/A	N/A	N/A	N/A	N/A

Section 4: Engagement

- Opportunities for Parental Involvement
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group

Sections not submitted:

- Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
- Graduation Rate by Student Group (Four-Year Cohort Rate)

These sections were not included because they do not apply to grades 6–8

2022-23 Opportunities for Parental Involvement

At the heart of our work with students and families are the relationships we build. The Academy of Alameda is committed to redefining what family involvement looks like so that families feel:

- That they are welcome when they step foot on campus
- That they and their children are known
- That the relationships they build with staff and each other are meaningful
- That their ideas and input are valued and respected
- That there are many different opportunities and many ways to be involved - both in the home and at school

There are many ways for families to get involved in the school community. We hold monthly parent/guardian workshops geared toward supporting families to know more about how to support their child's development and academic and social-emotional success. Workshops include how to support students with executive functioning, information about supporting mental health for adolescents, and substance abuse prevention. This year we have hired a Family Liaison to work directly with families on concerns around attendance, enrollment and any additional supports families may need throughout the school year.

We are currently exploring re-launching our K-8 Family Alliance (similar to a PTA) to offer more opportunities for families to interact with our school. This year we are bringing back multi-cultural nights, fields trips, science nights, and other opportunities for families to volunteer on campus.

Finally, we invite parents and families to give us their critical feedback through surveys, focus groups, and our Parent Advisory Committee. This feedback is used to help inform our strategic planning for the current and future school years.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	375	99	26.4
Female	189	187	44	23.5
Male	186	185	53	28.6
American Indian or Alaska Native	0	0	0	0.0
Asian	69	69	12	17.4
Black or African American	71	69	21	30.4
Filipino	22	22	4	18.2
Hispanic or Latino	94	93	30	32.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	44	44	14	31.8
White	72	71	16	22.5
English Learners	68	68	18	26.5
Foster Youth	4	4	4	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	226	224	78	34.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	22	42.3

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.47	1.63	2.45
Expulsions	0.20	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.11	0.1	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate
All Students	2.11
Female	2.65
Male	1.61
American Indian or Alaska Native	0.00
Asian	0.00
Black or African American	8.45
Filipino	0.00
Hispanic or Latino	1.06
Native Hawaiian or Pacific Islander	0.00
Two or More Races	0.00
White	0.00
English Learners	0.00
Foster Youth	0.00
Homeless	0.00
Socioeconomically Disadvantaged	3.10
Students Receiving Migrant Education Services	0.00
Students with Disabilities	1.92

Section 5:

Other SARC Information

- School Safety Plan
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Professional Development

Sections not submitted:

- Average Class Size and Class Size Distribution (Elementary)
- Advanced Placement (AP) Courses

These sections were not included because they do not apply to grades 6–8

2022-23 School Safety Plan

Key elements of the school safety plan include: description of the site organization during a declared emergency, an emergency disaster plan, a description of the incident command post assignments and duties, an emergency actions guide, and details for the emergency response for a wide variety of situations including, but not limited to, earthquake, fire, intruder on campus, and bomb threat. The plan was last reviewed and updated on 10/1/22.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	10	1
Mathematics	22	8	8	1
Science	26	1	12	
Social Science	24	5	8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	20		
Mathematics	24	10	5	5
Science	16	20		
Social Science	16	20		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	8	
Mathematics	25	2	8	
Science	25	2	8	
Social Science	25	3	7	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	370

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9636.00	1903.00	7733.00	61140.00
District	N/A	N/A		\$88,572
Percent Difference - School Site and District	N/A	N/A		-36.6
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	15.9	-30.5

2021-22 Types of Services Funded

The school receives additional funds for a number of special services and programs. Among these special programs offered at the school are the following:

- School-wide Title I Programs
- EL Programs
- After School Programs
- Summer School Programs
- Special Education & Early Intervention Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,975	\$52,478
Mid-Range Teacher Salary	\$82,694	\$80,810
Highest Teacher Salary	\$107,969	\$101,276
Average Principal Salary (Elementary)	\$132,773	\$127,080
Average Principal Salary (Middle)	\$148,389	\$134,264
Average Principal Salary (High)	\$150,371	\$147,200
Superintendent Salary	\$240,000	\$242,351
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The Academy has a robust professional development program that includes the following:

- Weekly staff-wide professional development meetings
- 14 days of full-day staff development
- Coaching and observation from our instructional coach and administrators
- At least two pull-out days per year for each instructional team
- Weekly collaboration and planning among instructional teams
- Other types of individual teacher development fostered by the instructional coach and administrators.

We have two different leadership teams that assist in strengthening teaching practice and school culture. The School-Wide Culture Leadership Team focuses on driving the development of school culture, and the Instructional Leadership Team addresses instructional needs by supporting teachers leaders to facilitate their peers in developing curriculum, developing common formative and summative assessments and analyzing this assessment data, and identifying areas for future professional development. We use a variety of student achievement data, including Renaissance STAR testing, CAASPP data, and teacher-written assessments in order to make decisions about professional development. We also utilize surveys of students and other stakeholders, as well as data from instructional rounds and observations.

Trainings are determined through a variety of factors. The administration and instructional coaches work closely with the Instructional Leadership Team to identify and facilitate professional development. Middle School professional development continues to support teachers in the implementation of Competency Based Education and grading which aligns with our mission of educational equity. AoA Professional development focuses on supporting teachers to develop space for students to own their own learning, understand where they need to grow, develop authentic assessments, and provide students multiple opportunities to demonstrate learning.

Instructional teams may also request trainings based on departmental areas of need. Professional developments are evaluated through a combination of teacher feedback and observation of their impact on classroom instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	14