

THE CLASSICAL ACADEMY K-8

"PARTNERING WITH PARENTS
FOR QUALITY EDUCATION"

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SCHOOL
ACCOUNTABILITY
2006-07 REPORT CARD

DIRECTOR'S MESSAGE

As the Executive Director for The Classical Academy, (TCA) I am pleased to share with you that our programs continue to grow and our influence with parents who wish to personalize their children's education is changing the educational landscape of North County San Diego. The Classical Academy offers a unique Personalized Learning program that blends a mix of traditional classroom time and a home-based education. As an accredited school with the Western Association of Schools and Colleges (WASC), we have been successfully equipping students and parents since our inception in 1999 with the Escondido Union School District.

Parents, students, and community members enjoy the programs that we have created and know that our "school of choice" offers students academic excellence. Enjoy this year's report.

-- Robert Goode, Director

MISSION STATEMENT

Our mission is to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children. Parents, working with credentialed teachers, prepare, monitor, and implement programs that enrich, challenge, and inspire students to embrace personalized academic success.

COMMUNITY & SCHOOL PROFILE

The Classical Academy is Escondido's premier charter elementary school. Operating since 1999, The Classical Academy "partners with parents" in their mission to educate their children. The school's program spans kindergarten through eighth grade and offers optional weekly workshops and Friday enrichment labs for students.

The Classical Academy seeks to create "Thinkers, Communicators, and Achievers."

The school is accredited by the Western Association of Schools and Colleges (WASC). Students continually outperform other area schools due to the fact that they work so closely with their parents and are supervised by a credentialed teacher.

In the 2006-07 school year, The Classical Academy served 663 students in grades kindergarten through eight on a traditional school year calendar. Student body demographics are illustrated below.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.1%
American Indian	0.8%
Asian	2.9%
Caucasian	78.4%
Filipino	1.2%
Hispanic	8.9%
Pacific Islander	1.1%
Multiple or No Response	5.7%

DISCIPLINE & CLIMATE FOR LEARNING

Students at The Classical Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. A schoolwide discipline plan has been developed and adopted by teachers, administrators, and parents. Since parents play such a primary role in the school's discipline program, it's considered a parent-based program. Rules, procedures, and expectations are clearly stated in the parent-student handbook. Rules and expectations are reinforced fairly, firmly, and consistently throughout the year through individualized mailings, phone calls, and other ongoing interaction with the student and parents.

Positive behavior is the focus of staff efforts at The Classical Academy.

There are numerous opportunities for students to be recognized for their exemplary behavior and achievement through awards such as the Student Recognition Program which recognizes thinkers, communicators, and achievers.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions			
	Classical Academy		
	04-05	05-06	06-07
Suspensions	0	0	0
Suspension Rate	0%	0%	0%
Expulsions	0	0	0
Expulsion Rate	0%	0%	0%

ENRICHMENT ACTIVITIES & AWARDS

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment activities include: computers, sign language, cooking, art, swimming, gymnastics, band, choir, musical theatre, golf program, dance, and leadership class.

SCHOOL ENROLLMENT & ATTENDANCE

The graph below displays the enrollment trends for the past three years. As a charter school offering independent study, we do not track absences – only outcomes in the students learning.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	78	68	77
1st	73	79	65
2nd	71	72	74
3rd	67	66	69
4th	70	58	74
5th	75	81	73
6th	85	73	82
7th	67	84	77
8th	73	71	72

PARENT INVOLVEMENT

Parents participate on various committees that make decisions regarding the priorities and direction of the educational plan. This ensures instructional programs are consistent with students' needs and comply with district goals. These committees include the Parent Focus Groups and volunteer committees. Volunteerism at The Classical Academy has been one of the keys to the success of the educational program. Parents must volunteer 25 hours a year at the school.

Parent Information and Education (PIE) nights occur every five weeks. Educational speakers and topics are discussed to strengthen the role of parents as primary educators.



Every five weeks, parents and the community have the opportunity to participate in schoolwide field trips that tie history and science themes into events and crafts. The Classical Academy's annual Open House occurs in February.

COUNSELING & OTHER SUPPORT SERVICES

It is the goal of The Classical Academy to assist students in their social, personal, and academic development. The school provides special attention to students who experience achievement problems difficulty, coping with personal and family problems, trouble with decision-making, or handling peer pressure. There are currently no academic counselors at The Classical Academy.

The Classical Academy staff and teachers offer a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and National standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.



The Classical Academy staff recognizes the uniqueness of all its students. The school offers differentiated instruction to all students. The school encourages students to work at their own pace. This allows students capable of high levels of achievement to move at an accelerated pace, and students who are not achieving at grade-level proficiency to work at a slower pace and receive additional assistance. The Classical Academy's curriculum program is to offer assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards in their academic program meet with their assigned teacher to discuss the modification of their educational program. This modified program is monitored closely to ensure individual success. All Special Education students receive additional assistance and tutoring.

CLASS SIZE

The Classical Academy offers a variety of programs to help best fit student needs: A/B workshops (twice a week) with a pupil-to-teacher ratio of 20:1 as well as an alternate Track C program (5-day at home) with a pupil-to-teacher ratio of 25:1.

The Classical Academy maintained a school-wide average class size of 23.2 students with a pupil-to-teacher ratio of 26.3:1 for the 2006-07 school year.

The following charts show the average class size by grade level for grades K-8. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
K	21	27	20	1	2	3	1	0	0	0	1	0
1st	20	27	20	2	2	3	0	0	0	0	1	0
2nd	20	27	20	2	2	2	0	0	0	0	1	0
3rd	20	27	20	2	2	2	0	0	0	0	1	0
4th	20	19	20	2	2	2	0	0	0	0	0	0
5th	20	20	20	2	2	2	0	0	0	0	0	0
6th	20	20	20	2	2	2	0	0	0	0	0	0
7th	20	20	40	2	2	0	0	0	0	0	0	2
8th	20	19	20	2	2	2	0	0	0	0	0	0
K-3	20	0	0	3	0	0	1	0	0	0	0	0

TEACHER ASSIGNMENT

The Classical Academy recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Classical Academy had 27 fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines.

	Teacher Credential Status			
	Classical Academy			Escondido UESD
	04-05	05-06	06-07	06-07
Fully Credentialed	25	27	27	1039
Without Full Credentials	0	0	0	17
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

HIGHLY QUALIFIED TEACHERS

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Classical Academy	97.3%	2.7%
Escondido UESD	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	99.1%	0.9%

CURRICULUM DEVELOPMENT & PROFESSIONAL DEVELOPMENT

At The Classical Academy, curricula in all of the core content areas have been aligned with the California State Content Standards. The school analyzes student work, using data effectively, and working collaboratively to plan and improve instruction. School representatives conduct a review of the school's program by looking at how well students perform on benchmark assessments and State standardized tests, identifying areas of strength and areas where improvements are needed.

The curriculum team makes certain that curriculum is well-articulated among grade levels, identifying and correcting gaps to ensure continuity. The team recommends textbooks for adoption and develops curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. The school's Leadership Team, parents, and members of the school community continually evaluate the school's success in meeting curricular objectives.

The Classical Academy provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas.

During the 2006-07 school year, seven staff development days were offered.

SCHOOL FACILITIES & SAFETY

The Classical Academy provides a safe, clean environment for students, staff, and volunteers. The school is situated on three-fourths of an acre and spans 14,000 square feet. School facilities were built in 1985 and presently include the library, nine permanent classrooms, one computer lab, a staff room, and playground, which are all up-to-date and provide adequate space for students and staff. Unlike a traditional public school, The Classical Academy pays a monthly mortgage & lease for facilities. In the 2006-07 school year the school paid a total of \$459,577 for these facilities. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Maintenance and Repair

The Classical Academy's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. At the time this report was published, 100% of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The table below displays the most recent facility inspection conducted at The Classical Academy (as of August 2007).

School Facility Conditions				
Date of Last Inspection: August 2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	N/A			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

A custodian cleans classrooms, restrooms, and campus grounds on a daily basis. A scheduled maintenance program is administered by the school to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Safety

The safety of students and staff is a primary concern of The Classical Academy. The school is a closed campus; all visitors must check in at the office before entering. During recess and lunch, and before and after school, teachers and classified staff monitor the campus to ensure student safety throughout the school day.

The Classical Academy incorporates a safety plan that includes steps for ensuring student and staff safety during a disaster. The school principal conducts earthquake, fire, and other emergency drills on a regular basis in accordance with the site disaster plan.

Each classroom contains emergency supplies, food, water, and rescue equipment in a convenient location for any emergency.

The School Safety Plan is reviewed and revised when necessary. Components of the School Site Safety Plan include strategies and programs that will provide and maintain a high level of school safety. The Safe School Plan outlines rules and procedures governing safety issues at the school including information on crimes committed on the school grounds; child abuse reporting procedures; disaster procedures; sexual harassment policies; schoolwide dress code; procedures for safe ingress and egress of pupils, parents, and school employees; and strategies to provide a safe and orderly environment. The plan was last reviewed and updated with school staff in August 2006.

Deferred Maintenance Budget & Projects

The Classical Academy does not have a deferred maintenance budget or participate in any deferred maintenance projects.

INSTRUCTIONAL MATERIALS

The Classical Academy sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with textbooks in the core subject areas. The school held a public hearing in August 29, 2006, and determined that sufficient and good quality textbooks and instructional materials are available, pursuant to the settlement of *Williams vs. the State of California*. All students are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The resolution does not include English Learners. The chart at the right displays the most current (February 2008) textbooks in use at The Classical Academy.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-1	English/ Language Arts	Sing, Spell, Read, and Write	August 2006	Yes
2nd-3rd	English/ Language Arts	SRA (Open Court)	August 2006	Yes
4th-5th	English/ Language Arts	McGraw-Hill	August 2006	Yes
6th-8th	English/ Language Arts	Holt	August 2006	Yes
7th-8th	Foreign Language	Prentice Hall	August 2006	Yes
K-6	History/Social Science	Primary Resource Documents and Story of the World	August 2006	Yes
7th-8th	History/Social Science	Glencoe	August 2006	Yes
K-8	Mathematics	Saxon	August 2006	Yes
6th-8th	Mathematics	Glencoe/McGraw Hill	August 2006	Yes
6th-8th	Mathematics	Glencoe/McGraw Hill	August 2006	Yes
K-4	Science	Primary Resources	August 2006	Yes
5th-8th	Science	Houghton Mifflin	August 2006	Yes
7th-8th	Science	Prentice Hall	August 2006	Yes
K-8	Visual and Performing Arts	Art in Action Art Program	August 2006	Yes

LIBRARY INFORMATION

In addition to standard textbooks, The Classical Academy offers literature that is thematically linked to history, science, and the language arts program. Whenever possible, classics are chosen both as student-read literature and read-alouds with parents/teachers.

COMPUTER RESOURCES

Integration of technology into the standard curriculum is ongoing at The Classical Academy. Students receive computer instruction on a regular schedule. Software programs develop reading skills, technological skills, and mathematical proficiency. The power of the computer as a learning tool gives students an edge in the technological world of the twenty-first century. There is approximately one computer per classroom, and 20 computers are available for student use in the computer labs. Students visit the computer lab on a weekly basis.

Computer Resources	04-05 05-06 06-07		
	04-05	05-06	06-07
Computers	29	29	10
Students per computer	22.7	22.5	66.3
Classrooms connected to Internet	29	10	1

ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

For additional research materials and Internet availability, students are encouraged to visit the public libraries located Escondido, which contain numerous computer workstations.

CONTACT INFORMATION

Parents who wish to participate in The Classical Academy's leadership teams, school committees, school activities, or become volunteers may contact Chief Business Officer, Cameron Curry at (760) 546-0101.

STUDENT ACHIEVEMENT

Please note: As an independent charter school, The Classical Academy's program, resources, and administration are run independently from the Escondido Elementary School District. This report offers district and state testing data for comparison to satisfy reporting requirements.

To obtain accurate and valid measures of educational progress, The Classical Academy offers students multiple opportunities to demonstrate mastery of the California State Content Standards. In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria.

CALIFORNIA STANDARDS TEST

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not shown for Math (grade 8). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math						Science											
	2			3			4			2			3			4			5								
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
Classical Academy	59	65	62	58	60	58	68	74	78	71	75	80	73	63	80	53	70	72	66	62	75	47	66	57	61	73	67
Escondido UESD	34	39	38	24	28	32	40	43	43	35	37	39	49	52	49	45	47	49	46	48	49	35	41	39	23	25	31
California	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
Classical Academy	46	48	43	60	54	44	65	69	75	73	69	85	78	61	74	60	64	70	68	58	77	59	65	70	70	72	73
Escondido UESD	33	34	36	22	26	27	35	41	40	32	33	37	51	52	51	48	49	48	43	48	50	35	40	41	27	28	33
California	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
Classical Academy	68	79	79	57	66	70	74	78	79	69	82	76	68	63	85	46	74	74	63	67	75	30	67	47	48	73	62
Escondido UESD	34	44	41	26	31	38	45	46	46	39	42	42	47	52	47	43	45	50	47	47	47	36	41	38	20	23	27
California	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Caucasian																											
Classical Academy	56	66	57	64	59	57	73	71	77	77	75	82	73	62	78	58	70	72	73	61	79	50	65	63	62	73	65
Escondido UESD	60	65	63	48	54	58	67	66	72	59	65	62	74	76	70	67	73	70	65	68	71	57	63	62	50	56	60
California	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58

California Standards Test (CST)																				
	Language Arts						Math						Science		Social Science					
	6		7		8		6		7		8		8							
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07
All Students																				
Classical Academy	74	76	81	77	83	85	75	79	75	69	70	72	59	69	67	48	62	54	55	63
Escondido UESD	33	36	39	41	41	42	34	40	40	32	32	34	33	37	33	35	37	32	36	35
California	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
Classical Academy	66	68	79	77	79	82	67	77	76	65	71	73	66	72	65	63	56	62	63	62
Escondido UESD	29	34	34	35	37	38	31	35	36	31	32	35	33	38	35	37	39	33	37	35
California	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
Classical Academy	82	85	83	76	87	87	84	79	74	74	71	72	52	66	68	33	68	45	47	65
Escondido UESD	38	39	42	48	44	47	38	44	45	34	31	34	34	36	31	32	36	32	35	34
California	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Caucasian																				
Classical Academy	73	81	81	74	84	84	80	84	76	73	78	75	63	69	66	52	65	66	55	64
Escondido UESD	59	65	67	66	68	69	58	65	67	58	58	59	52	60	54	59	63	52	60	55
California	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3			7		
	05	06	07	05	06	07	05	06	07	05	06	07
Classical Academy	66	63	83	80	83	83	60	72	78	77	83	83
Escondido UESD	30	32	33	43	43	42	48	49	50	46	46	42
California	36	37	38	46	46	47	55	55	56	49	50	47
Subgroups												
Males	56	54	79	88	79	82	64	69	75	82	87	82
Females	75	71	86	70	87	83	57	74	81	70	79	83
Caucasian	75	61	81	80	84	80	64	71	78	78	80	80

ADEQUATE YEARLY PROGRESS

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	Classical Academy		Escondido UESD	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

FEDERAL INTERVENTION PROGRAM

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	Classical Academy	Escondido UESD
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2005-2006
Year in PI (2007-08)	-	Year 3
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	23.08%

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	8	9	
Similar Schools Rank	5	3	4	
All Students				
Actual Growth	12	19	18	868
Caucasian				
Actual Growth	19	13	16	868

PHYSICAL FITNESS

In the spring of each year, Classical Academy is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. During the 2006-07 school year, 18.5% of fifth and 21.3% of seventh grade students at The Classical Academy met state fitness standards in all six fitness areas.

Please note: As an independent charter school, The Classical Academy's program, resources, and administration are run independently from the Escondido Elementary School District. This report offers district and state financial data for comparison to satisfy reporting requirements.

SCHOOL SITE AVERAGE TEACHER SALARIES

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries	
School & District	
Classical Academy	\$41,600
Escondido UESD	\$58,895
Percentage of Variation	29.37%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	31.81%

TEACHER & ADMINISTRATIVE SALARIES AS A PERCENTAGE OF TOTAL BUDGET

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	Escondido UESD	California
Beginning Teachers	\$33,912	\$39,984
Mid-Range Teachers	\$60,875	\$63,798
Highest Teachers	\$80,967	\$79,204
Elementary School Principals	\$95,589	\$99,820
Middle School Principals	\$99,518	\$102,340
Superintendent	\$209,200	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	43.0%
Administrative Salaries	4.0%	5.4%

EXPENDITURES & SERVICES FUNDED

Escondido Union Elementary District spent an average of \$6,993 to educate each student (based on 2005-06 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
Classical Academy	
Total Expenditures Per Pupil	\$4,367
From Restricted Sources	\$31
From Unrestricted Sources	\$4,336
Escondido UESD	
From Unrestricted Sources	\$5,192
Percentage of Variation between School & District	16.49%
California	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	12.28%

In addition to general state funding, Escondido Elementary School District received state and federal funding for the following categorical, special education and support programs:

- Gifted and Talented Pupils
- School Improvement Program
- Safe and Drug Free Schools Program
- Class Size Reduction
- Year-round School Incentive
- Peer Assistance and Review Program
- Economic Impact Aid
- Special Education
- Instructional Materials
- ECIA
- Staff Development

DATA SOURCES

Data within the SARC was provided by The Classical Academies, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

