

# THE CLASSICAL ACADEMY 9-12 HIGH SCHOOL

"PARTNERING WITH PARENTS  
FOR QUALITY EDUCATION"

144 WEST WOODWARD AVE  
ESCONDIDO, CA 92025  
760-480-9845



## SCHOOL ACCOUNTABILITY 2008-09 REPORT CARD

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

### DIRECTOR'S MESSAGE

As the Executive Director for Classical Academy High, 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. Classical Academy High School 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 on November 22, 2005 with the Escondido Union High 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.

### MISSION STATEMENT

The mission of Classical Academy High School is to partner with parents in preparing 9th-12th grade students in a Personalized Learning environment that encourages competent, life-long learners ready for college, career, and citizenship.

### COMMUNITY & SCHOOL PROFILE

Classical Academy High School is Escondido's premier charter high school. Classical Academy High School "partners with parents" in their mission to educate their children. The school's program spans grades nine through twelve and offers optional enrichment and leadership experience for students.

The school is accredited by the Western Association of Schools and Colleges (WASC). Students thrive in the personalized learning environment as evidenced by both standardized test data and positive parent input.

In the 2008-09 school year, Classical Academy High School served 226 students in grades nine through twelve on a traditional school year calendar. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	2.2%
American Indian	1.8%
Asian	4.0%
Caucasian	74.8%
Filipino	0.9%
Hispanic or Latino	15.0%
Pacific Islander	0.9%
Multiple or No Response	0.4%

### DISCIPLINE & CLIMATE FOR LEARNING

Students at Classical Academy High School 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. Parents play a primary role in the school's discipline program, through their support and endorsement of expectations. 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 students and parents.

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

There are numerous opportunities for students to be recognized for their exemplary behavior and academic achievement through awards such as the Student-of-the-Month, Honor Roll (3.5 GPA), and Principal's List (4.0).

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	3	0	1547	1354	1344
Suspension Rate	0.0%	2.0%	0.0%	16.8%	14.6%	14.5%
Expulsions	0	0	0	60	62	64
Expulsion Rate	0.0%	0.0%	0.0%	0.7%	0.7%	0.7%

## 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: Associated Student Body, Robotics, Honors Society, and Yearbook.

## SCHOOL ENROLLMENT & ATTENDANCE

The graph 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			
	2006-07	2007-08	2008-09
9th	82	74	75
10th	29	51	75
11th		24	45
12th			31

## DROPOUT & GRADUATION RATES

Classical Academy High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular participation and progress toward learning goals. In hopes of preventing and reducing dropouts, we work with students and families individually to personalize the academic program to their specific academic needs. We have found that this hands-on individual attention allows students to connect and flourish at Classical Academy High School.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	n/a	0.0%	0.0%
Graduation Rate	n/a	n/a	n/a

## CLASS SIZE

Classical Academy High School offers a variety of programs to help best fit student needs.

**The 5-Day Home Program** provides the most flexibility. Families may choose their own curriculum, follow CAHS UC approved coursework, attend selected Studios, attend community college courses, or blend any of these options to choose an academic program that best supports the students' goals. Students meet with an Educational Specialist (credentialed teacher) to design and monitor their progress.

**The 4-Day Studio Program** is designed for those families who desire instruction from a credentialed teacher. Students in this program agree to exhibit respectful conduct and academic responsibility in the timely completion of quality work.

**The Blended Program** supports those families who would like to combine various academic experiences. Families may construct coursework to include CAHS curriculum at home, Studios and/or community college or online courses.

The chart shows the average class size by subject area. 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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	101	15	16	-	3	6	-	-	-	1	-	-
Mathematics	32	11	12	1	11	8	-	-	-	2	-	-
Science	94	14	16	-	9	7	-	-	-	1	-	-
Social Science	63	14	16	-	11	7	1	-	1	1	-	-

## TEACHER ASSIGNMENT

Classical Academy High School recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Classical Academy High School had 14 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	8	11	14	383
Without Full Credentials	0	0	0	12
Working Outside Subject	0	0	0	20

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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>
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
School	100.0%	0.0%
District	99.0%	1.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## CURRICULUM DEVELOPMENT & PROFESSIONAL DEVELOPMENT

At The Classical Academy High School, 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 High School 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. For the past three years, 10 days of staff development were offered annually.

## COUNSELING & SUPPORT STAFF

It is the goal of Classical Academy High School 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.

Classical Academy High School 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.

Classical Academy High School 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.

## 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 Parent Focus Groups and volunteer committees. Volunteerism at Classical Academy High School 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 quarterly. Educational speakers and topics are discussed to strengthen the role of parents as primary educators.

Classical Academy High School's annual Open House occurs in January.

## DATA SOURCES

Data within the SARC was provided by The Classical Academies, retrieved from the 2008-09 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 may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## CONTACT INFORMATION

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

## CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs. Each student at Classical Academy High School has the opportunity for career exploration and development through our partnership with the Escondido Education Compact.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0%

## LIBRARY INFORMATION

In addition to standard textbooks, Classical Academy High School 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.

## ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

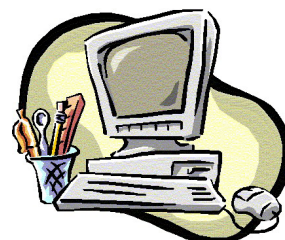
For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Escondido, which contain numerous computer workstations.

## COMPUTER RESOURCES

Integration of technology into the standard curriculum is ongoing at Classical Academy High School. 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. Laptop carts are located in the classrooms and students use these tools for research, writing, and the creation of multimedia presentations. With this model, the school does not have a need for a separate computer lab.

### Computer Resources

	06-07	07-08	08-09
Computers	117	200	235
Students per computer	0.9	0.7	1.0
Classrooms connected to Internet	4	8	12



## INSTRUCTIONAL MATERIALS

The Classical Academies 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 26, 2009, 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 displays the most current (November 2009) textbooks in use at Classical Academy High School.

## STUDENT ACHIEVEMENT

**Please note:** As an independent charter school, Classical Academy High School's program, resources, and administration are run independently from the Escondido Union High 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, Classical Academy High School 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.

## 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's, 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.

## 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.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Glencoe	2008	Yes	0.0%
9th-12th	English/ Language Arts	Great Source	2008	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2008	Yes	0.0%
9th-12th	Foreign Language	EMC Publishing	2008	Yes	0.0%
9th-12th	Foreign Language	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	Pearson	2008	Yes	0.0%
9th-12th	Science	McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Pearson	2008	Yes	0.0%
9th-12th	Science	Prentice Hall	2008	Yes	0.0%
9th-12th	Social Science/ History	Glencoe	2008	Yes	0.0%
9th-12th	Social Science/ History	Glencoe	2008	Yes	0.0%
9th-12th	Visual and Performing Arts	Glencoe	2008	Yes	0.0%
9th-12th	Visual and Performing Arts	Goodheart/ Wilcox	2008	Yes	0.0%

### Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	Yes	No	Yes	No
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	No
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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.

**B- The school did not have a valid 2006 Base API and will not have any growth or target information.**

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	10	9	
Similar Schools Rank	-	N/A	7	
All Students				
Actual Growth	B	-32	-1	811
Caucasian				
Actual Growth	-	-14	-11	821

## 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, Science, and Social Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	81	82	71	44	45	46	43	46	50
Mathematics	24	22	25	23	23	24	40	43	46
Science	61	66	57	33	37	40	38	46	50
History/Social Science	44	50	68	39	39	45	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	63	22	*	58
Pacific Islander	*	*	*	*
Caucasian	72	25	58	69
Males	71	25	72	73
Females	72	25	45	64
Socioeconomically Disadvantaged	60	17	*	27
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## PHYSICAL FITNESS

In the spring of each year, Classical Academy High School is required by the state to administer a physical fitness test to all students in grade nine. 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. During the 2008-09 school year, 28.3% of ninth grade students at Classical Academy High School met state fitness standards in all six fitness areas.

## CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	85.0	47.0	48.6	88.6	54.0	52.9	83.3	51.0	52.0
Mathematics	60.0	50.3	49.9	71.1	52.9	51.3	64.7	56.3	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	16.7	31.8	51.5	35.3	39.7	25.0
Males	19.4	32.3	48.4	25.8	48.4	25.8
Females	14.3	31.4	54.3	43.2	32.4	24.3
Caucasian	16.7	33.3	50.0	35.2	38.9	25.9

## COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	97%	*	*
Male	94%	*	*
Female	100%	*	*
Caucasian	95%	*	*

\* Data was not available at the time of publication.

## COLLEGE ENTRANCE INFO

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 30 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## ADVANCED PLACEMENT CLASSES

Classical Academy High School encourages students to continue their education past high school. Students who meet prerequisites will be able to choose from AP U.S. History, and AP English Language and Composition. During the 2009-10 school year, AP Calculus was added with more AP courses to be offered in the upcoming years, including AP British Literature, AP Biology, and AP Spanish.

The challenging nature of AP courses allows students to gain an edge in college preparation while exploring subjects in a deeper and more complex manner. Additionally, the college-level curriculum of AP allows students to stand out in the college admissions process. Through AP Exams, students can earn credit or advanced standing in most of the nation's colleges and universities.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	21
Social Science	1	17
Totals	2	38
Percent of Students in AP Courses		6.5%

## SCHOOL FACILITIES & SAFETY

Classical Academy High School provides a safe, clean environment for students, staff, and volunteers. The school is situated next to Grape Day Park in downtown Escondido, with over 8,500 square feet of facility and classroom space that accommodates our students and staff at the high school. Unlike a traditional public school, Classical Academy High School pays a monthly lease for facilities. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The table displays the most recent facility inspection conducted at Classical Academy High School (as of November 2009).

### Safety

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

Classical Academy High School 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 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.

School Facility Conditions				
Date of Last Inspection: 07/08/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

The plan was last reviewed and updated with school staff in fall of 2009.

**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.

**Maintenance and Repair**

Classical Academy High School'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.

**Deferred Maintenance Budget & Projects**

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

**DISTRICT EXPENDITURES**

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

For the 2007-08 school year, the District received Federal and State aid for categorical, special education, and other support programs including:

- Ag Vocational Education
- CAHSEE Intensive
- Class Size Reduction
- Economic Impact Aid
- Home-to-School Transportation
- Library Materials & Ed Tech
- Peer Assistance and Review
- Pupil Retention
- School Improvement Block Grant
- Special Education
- Teacher Credentialing Block Grant
- Title II
- Title V/VI
- Arts & Music Block Grant
- CAL-SAFE
- Drug/Alcohol/Tobacco Education Funds
- Gifted and Talented Education (GATE)
- Instructional Materials
- Maintenance and Operations
- Professional Development Block Grant
- ROP
- School Safety
- Supplemental School Counseling
- Title I
- Title III
- Career Technical Education Equipment & Supplies

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,050
From Restricted Sources	\$266
From Unrestricted Sources	\$5,784
District	
From Unrestricted Sources	\$5,879
Percentage of Variation between School & District	1.62%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	4.93%

**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 district's 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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$42,096	\$42,810
Mid-Range Teachers	\$62,119	\$69,375
Highest Teachers	\$88,320	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$121,972	\$126,901
Superintendent	\$168,500	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

**SCHOOL SITE TEACHER SALARIES**

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and State.

Average Teacher Salaries	
School & District	
School	\$47,986
District	\$63,842
Percentage of Variation	24.84%
School & State	
All High School Districts	\$68,332
Percentage of Variation	29.78%