

Foster Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Carmen Caballero, Principal

Principal, Foster Elementary

About Our School

Welcome to Foster Elementary, home of the Falcons. Foster Elementary is a Gold Ribbon and Title I Academic Achievement Award recipient. We were also awarded the Silver Award for the implementation of behavior systems through Positive Behavior Intervention and Support framework. Our students come to school knowing that they need to SOAR. Be Safe, Own your actions, Achieve your goals and be Respectful. As a staff we are committed to the community by providing support, respect and empathy. At Foster we provide a positive attitude and a social emotional caring environment where students thrive. The staff works collaboratively in developing instructional strategies with the mindset to hold ourselves and students to the highest standards. We will continue to monitor the progress and celebrate the achievements of our school community.

Principal's Comment

My name is Carmen Caballero and I am the proud principal of Foster Elementary. I am excited to be a member of the Foster School community. We have wonderful families, students, and staff. Here at Foster we strive for excellence!!!

Contact

Foster Elementary
13900 Foster Ave.
Baldwin Park, CA 91706-4926

Phone: 626-962-8111
E-mail: ccaballero595@bpusd.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Baldwin Park Unified
Phone Number	(626) 962-3311
Superintendent	Froilan Mendoza
E-mail Address	fmendoza674@bpusd.net
Web Site	www.bpusd.net

School Contact Information (School Year 2018—19)	
School Name	Foster Elementary
Street	13900 Foster Ave.
City, State, Zip	Baldwin Park, Ca, 91706-4926
Phone Number	626-962-8111
Principal	Carmen Caballero, Principal
E-mail Address	ccaballero595@bpusd.net
Web Site	foster.bpusd.net
County-District-School (CDS) Code	19642876011423

Last updated: 1/21/2019

School Description and Mission Statement (School Year 2018—19)

School Vision: At Foster Elementary School, our vision is that every student can be a lifelong learner equipped with the ability to integrate technology as they collaborate, create, communicate, and think critically in the 21st century.

School Mission: Our mission at Foster Elementary School is to educate and empower young minds, to inspire individuals and make a positive difference in children's lives.

Foster Elementary is a preschool through 6th grade school. We are one of 13 elementary schools in Baldwin Park Unified School District, which is under the Los Angeles County Office of Education. Our school provides instruction to students preschool through 6th grade. The average class size for primary (transitional kindergarten – 3rd grade) is 24 students and for upper grade (4th – 6th grade) 33 students.

Foster Elementary has a staff of 80, which includes teachers, instructional assistants, custodian, cafeteria workers, noon playground aides, technician, librarian, Early Childhood Education staff, and support staff. All elementary teachers are fully credentialed meeting the Commission on Teacher Credentialing requirement and all Early Childhood Education teachers are certificated and hold a permit for teaching preschool age children. Support staff meet job requirements set forth by the district.

Many programs at Foster contribute to our student success. We provide technology integration in many of our classroom. Our school has four Expleplar classrooms. These classrooms use instructional technology throughout the day and one to one devices. Our school utilizes over 3 COWs (Computers on Wheels) and 11 Chromebook Stations throughout the day to enhance instruction and provide intervention. Our student use technology such as Renaissance Place for Accelerated Reader and STAR Reading. They are also able to access programs such as iReady for language arts and math, Zingy Learning, Brain Pop, Brain Pop Jr., and Reading Eggs. Our dual language students also have access to Istation for language arts and DreamBox for math. The teachers that participate in the Instructional Technology Teacher program collaborate with other teachers and use Chromebooks with implement blended learning strategies.

Additionally, Foster provides an outstanding Dual Language Program in Kindergarten through 6th grade. This programs offers student an opportunity to become bilingual, biliterate, and bicultural by the end of 6th grade, in preparation for transitioning to a dual language junior high.

Foster's instructional staff uses many instructional frameworks and programs to ensure high achievement for all. Schoolwide, all student use Think Maps to frame their thinking. We also are on our 3rd year of implementatation of Write From the Beginning and Beyond. These prgrams support student learning of 21st Century skills.

Foster increased 19 points in English Language Arts and 7.1 points in Mathematicas measure by the Dashboard from the California epartment of Education. There were 73.7% student who were well developed or moderately developed in their English Learner progress. Suspension Rate statues is very low 0.1% in the most recent two year comparison declined 0.3%.

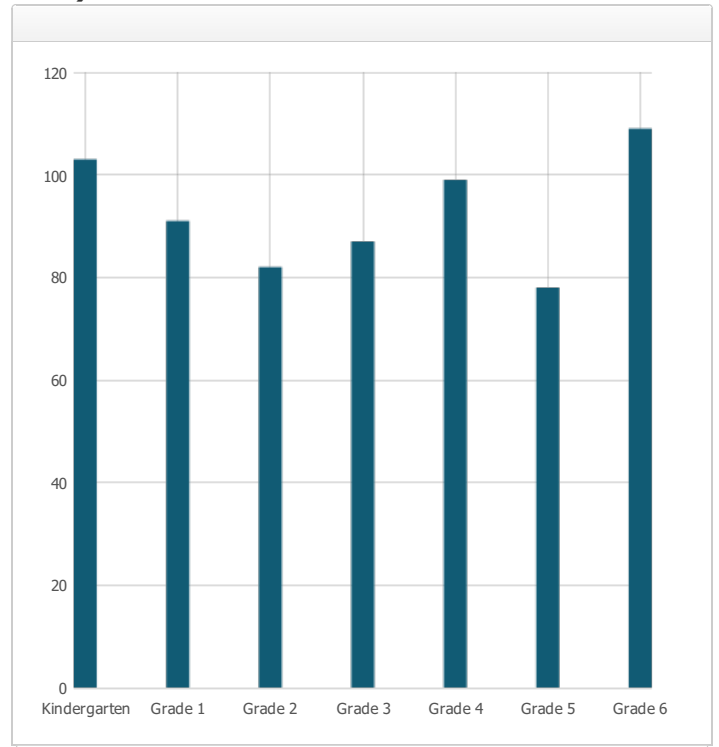
Foster Elementary engages parents in many meaningful ways through positive connection and by providing a variety of activities and frequent opportunities to

fully engage parents. The parents participate in district wide math workshops, technology workshops, STEAM Night, Family Literacy Night, Movie Night, Dual Night, Coffee with the Principal and volunteering in the classroom.

Last updated: 1/21/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	103
Grade 1	91
Grade 2	82
Grade 3	87
Grade 4	99
Grade 5	78
Grade 6	109
Total Enrollment	649



Last updated: 1/21/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.3 %
Asian	2.8 %
Filipino	1.7 %
Hispanic or Latino	93.7 %
Native Hawaiian or Pacific Islander	%
White	0.9 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.3 %
English Learners	33.1 %
Students with Disabilities	14.2 %
Foster Youth	0.6 %

A. Conditions of Learning

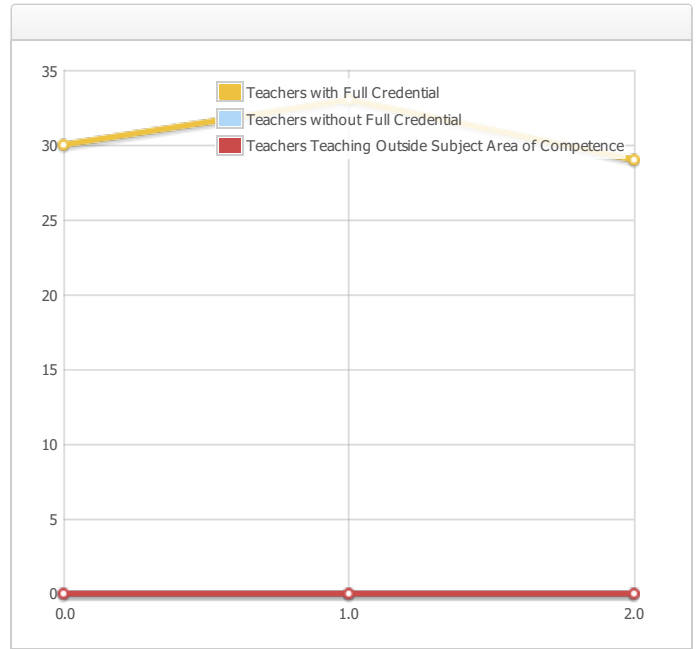
State Priority: Basic

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

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

Teacher Credentials

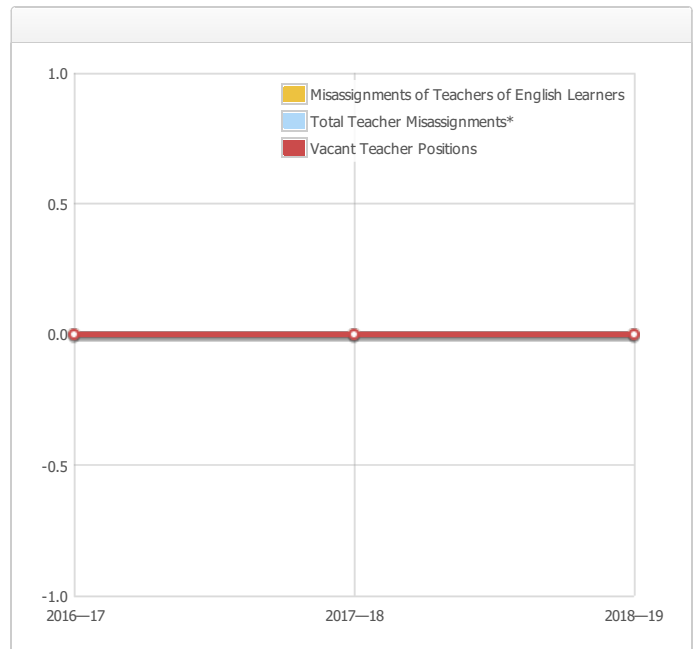
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	30	33	29	569
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/21/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>World of Wonders - Macmillan/McGraw-Hill (2017)</p> <p>Frogstreet Bilingual Program - Frogstreet Press</p> <p>11 Wonders of the World Big Book Titles - Macmillan/McGraw-Hill (2017)</p> <p>11 Maravillas Big Book Titles - Macmillan/McGraw-Hill (2017)</p> <p>California Wonders Anthology 1.1-1.4 - Macmillan/McGraw-Hill (2017)</p> <p>Lectura Maravillas Antologia 1.1-1.4 - Macmillan/McGraw-Hill (2017)</p> <p>California Wonders Anthology 2 - Macmillan/McGraw-Hill (2017)</p> <p>Lectura Maravillas Antologia 2 - Macmillan/McGraw-Hill (2017)</p> <p>California Wonders Anthology 3 - Macmillan/McGraw-Hill (2017)</p> <p>Lectura Maravillas Antologia 3 - Macmillan/McGraw-Hill (2017)</p> <p>California Wonders Anthology 4 - Macmillan/McGraw-Hill (2017)</p> <p>Lectura Maravillas Antologia 4 - Macmillan/McGraw-Hill (2017)</p> <p>California Wonders Anthology 5 - Macmillan/McGraw-Hill (2017)</p> <p>Lectura Maravillas Antologia 5 - Macmillan/McGraw-Hill (2017)</p> <p>California Wonders Anthology 6 - Macmillan/McGraw-Hill (2017)</p> <p>Lectura Maravillas Antologia 6 - Macmillan/McGraw-Hill (2017)</p>	Yes	0.0 %
Mathematics	<p>My Math Big Book - Macmillan/McGraw-Hill (2015)</p> <p>My Math, consumable student editions - Macmillan/McGraw-Hill (2015)</p> <p>Mis Matemáticas, consumable student editions - Macmillan/McGraw-Hill (2015)</p> <p>California Math, Course 1, consumable student editions - Glencoe McGraw-Hill (2015)</p>	Yes	0.0 %
Science	<p>California Science Kindergarten Kit – Houghton Mifflin (2007)</p> <p>California Ciencias Kindergarten Kit – Houghton Mifflin (2007)</p> <p>California Science Level 1 – Houghton Mifflin (2006)</p> <p>California Ciencias Nivel 1 – Houghton Mifflin (2006)</p> <p>California Science Level 2 – Houghton Mifflin (2006)</p> <p>California Science Level 3 – Houghton Mifflin (2006)</p> <p>California Science Level 4 – Houghton Mifflin (2006)</p> <p>California Science Level 5 – Houghton Mifflin (2006)</p> <p>Earth Science - Holt Reinhart and Winston (2007)</p> <p>Ciencias de la Tierra - Holt Reinhart and Winston (2007)</p>	Yes	0.0 %
History-Social Science	<p>My World and Me - Big Book – Houghton Mifflin (2006)</p> <p>Mi Mundo y Yo - Big Book – Houghton Mifflin (2006)</p> <p>School and Family – Houghton Mifflin (2006)</p> <p>Escuela y Familia – Houghton Mifflin (2006)</p> <p>Neighborhoods – Houghton Mifflin (2006)</p> <p>Vecindarios – Houghton Mifflin (2006)</p> <p>Communities – Houghton Mifflin (2006)</p> <p>Comunidades – Houghton Mifflin (2006)</p> <p>California Studies – Houghton Mifflin (2006)</p> <p>Estudios de California – Houghton Mifflin (2006)</p> <p>Early United States – Houghton Mifflin (2006)</p> <p>Historia de Estados Unidos: Inicios – Houghton Mifflin (2006)</p> <p>Ancient Civilizations – Holt Reinhart and Winston (2006)</p> <p>Las Antiguas Civilizaciones – Holt Reinhart and Winston (2006)</p>	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2019

School Facility Conditions and Planned Improvements

The mission of the Maintenance and Facilities Department is to provide quality service in an efficient and professional manner to ensure all facilities are safe and comfortable for all students and staff.

As stated in the district's Local Control and Accountability Plan, Baldwin Park Unified strives to maintain school facilities in good repair, as monitored by FIT, Facilities Inspection Tool, to provide all students clean safe learning environments.

The maintenance and Facilities Department has implemented a cloud-based online work order system in order to ensure good repair, prioritize, track requests, and monitor completion rates.

Last updated: 1/21/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance scheduling process.
Interior: Interior Surfaces	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance scheduling process.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance and scheduling process.
Electrical: Electrical	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance and scheduling process.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance scheduling process.
Safety: Fire Safety, Hazardous Materials	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance scheduling process.
Structural: Structural Damage, Roofs	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance scheduling process.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work orders submitted through a maintenance and facilities system in order to streamline the maintenance and scheduling process.

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary
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Last updated: 1/21/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	45.0%	38.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	34.0%	23.0%	26.0%	37.0%	38.0%

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

Note: 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.

Last updated: 1/21/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	374	100.00%	44.65%
Male	187	187	100.00%	42.25%
Female	187	187	100.00%	47.06%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	72.73%
Filipino	--	--	--	
Hispanic or Latino	351	351	100.00%	43.30%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	331	331	100.00%	41.99%
English Learners	192	192	100.00%	38.54%
Students with Disabilities	45	45	100.00%	24.44%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 1/21/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	373	372	99.73%	33.87%
Male	188	187	99.47%	36.36%
Female	185	185	100.00%	31.35%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	54.55%
Filipino	--	--	--	
Hispanic or Latino	350	349	99.71%	33.52%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	331	330	99.70%	31.21%
English Learners	192	191	99.48%	28.27%
Students with Disabilities	46	45	97.83%	20.00%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 1/21/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/21/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.8%	15.6%	19.5%

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

Last updated: 1/21/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Foster Elementary engages parents in many meaningful ways through positive connection and by providing a variety of activities and frequent opportunities to fully engage parents. The parents are invited and participate in district wide math workshops, technology workshops, Fall Festival STEAM Night, Family Literacy Night, Movie Night, Dual Night, Coffee with the Principal and volunteering in the classroom. We also offer Winter and Spring performances, as well as the Talent Show. Parents also can sign up with school community liaison to participate in Disciplina Positiva.

State Priority: Pupil Engagement

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

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

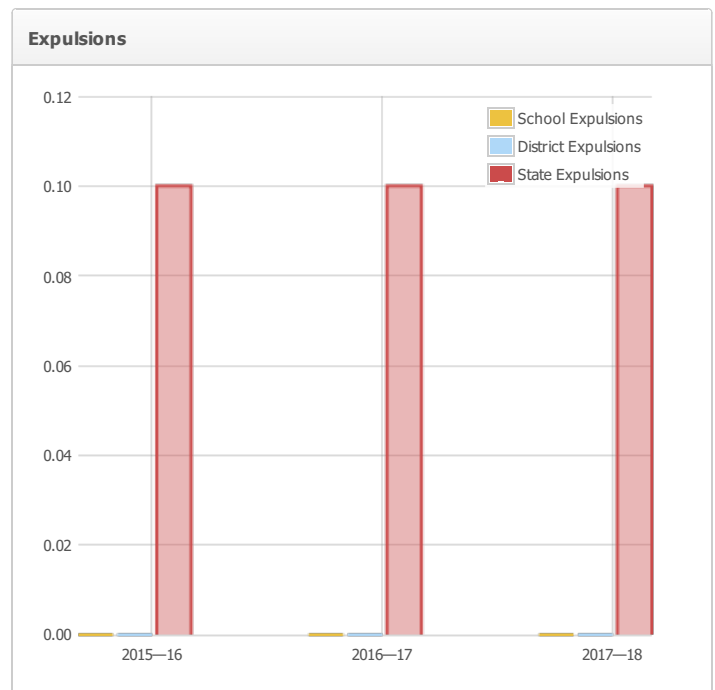
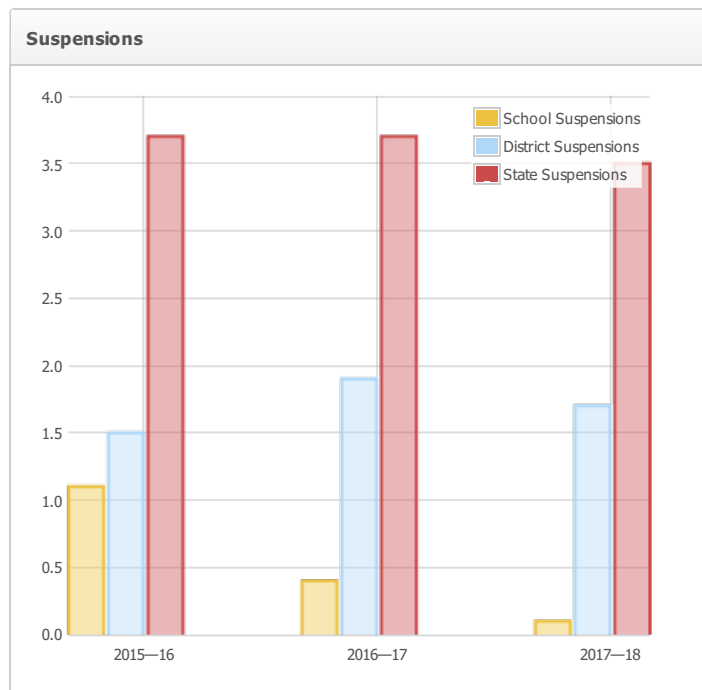
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.1%	0.4%	0.1%	1.5%	1.9%	1.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/21/2019

School Safety Plan (School Year 2018—19)

All schools in Baldwin Park Unified School District have a written Comprehensive School Safety Plan. The School Safety Plan includes assessments of the current safety status at the school and at school related functions. In addition to required components (i.e. Child Abuse Reporting, Earthquake Emergency Procedures, Teacher Notification of Dangerous Pupils, Discrimination/Harassment Policies, and Procedures for Release of Pesticides or Other Toxic Substances), the school's plan identifies specific strategies and programs that are provided to maintain a high level of safety. Each year the School Site Council reviews the School Safety Plan prior to submission. A copy of the Comprehensive School Safety Plan is available at each school site. The School Site Council approved the Comprehensive Safety Plan January 29, 2019.

The school has monthly drills to ensure students and staff are familiar with procedures for fire, earthquake, and lock down situations. The Second Step Program is implemented to support social and emotional awareness. Assemblies address bullying and school safety with students.

Last updated: 1/22/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.0	8	1	
1	15.0	4	2	
2	18.0	3	3	
3	17.0	3	2	
4	20.0	3	1	2
5	19.0	2	2	1
6	29.0		2	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	3	4	
1	16.0	3	2	
2	15.0	5	1	
3	18.0	2	4	
4	18.0	3	2	
5	20.0	3	3	
6	31.0		2	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	5	1	
1	18.0	2	3	
2	16.0	3	2	
3	15.0	3	3	
4	17.0	4	2	
5	16.0	4	1	
6	22.0	2	2	1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/21/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

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

Last updated: 1/24/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6868.3	\$268.1	\$6600.1	\$97029.1
District	N/A	N/A	\$7447.7	\$91844.0
Percent Difference – School Site and District	N/A	N/A	-11.4%	5.7%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-7.4%	21.8%

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

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017—18)

Programs and services that are provided at the school either through categorical funds or other sources:

Title I Part A – Program provided to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency.

Title II - A federal program that increases student academic achievement through strategies such as improving teacher and principal quality.

Title III - Purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.

Title III Immigrant - Funds are specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

Local Control and Accountability Act – Supplemental and Concentration Funds – To provide strategies, programs and services to improve student outcomes for targeted pupils; English learners (EL), meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

Last updated: 12/18/2018

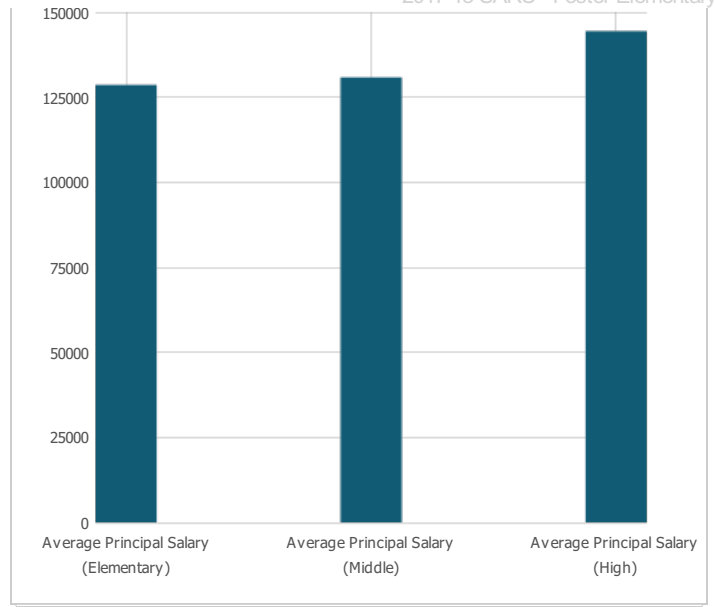
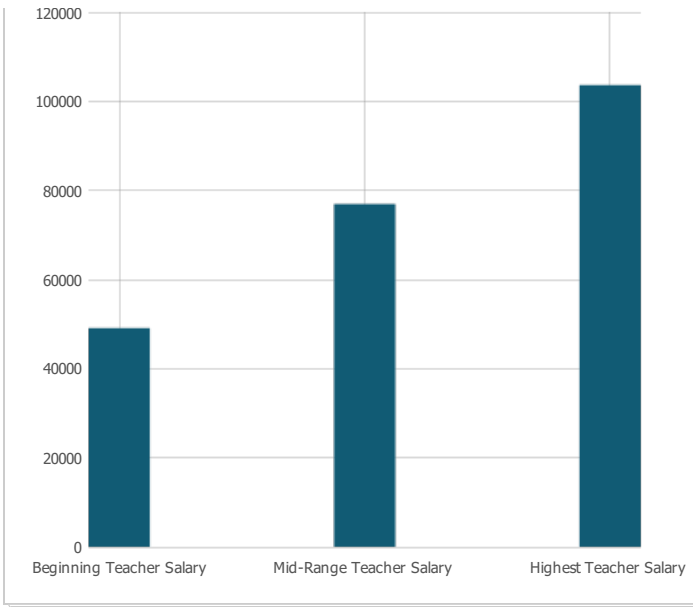
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,102	\$49,512
Mid-Range Teacher Salary	\$76,934	\$77,880
Highest Teacher Salary	\$103,625	\$96,387
Average Principal Salary (Elementary)	\$128,606	\$123,139
Average Principal Salary (Middle)	\$130,811	\$129,919
Average Principal Salary (High)	\$144,412	\$140,111
Superintendent Salary	\$234,409	\$238,324
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/22/2019

Professional Development

Foster Elementary in conjunction with the school district implements a comprehensive professional development plan to increase the knowledge of staff and add to their repertoire of skills to increase student achievement. The professional development focus is on Professional Learning Communities, Response to Intervention, and Positive Behavioral Interventions and Supports. Academic trainings focus on Thinking Maps, Write from the Beginning and Beyond, technology, ELD instruction, state testing including ELPAC and SBA, and so forth. Teachers and classified staff participate in professional development of Common Core strategies including rigor, collaboration, communication, critical thinking, and creativity to promote student success in 21st century careers during weekly Common Meeting times, grade level collaboration, workshops, trainings, and professional development days. Professional development activities are supported by teacher observations, principal classroom visits, and outside coaching opportunities. Both classified and certificated staff have the opportunity to attend professional conferences on academic and behavior management concepts.

NUMBER OF DAYS PROVIDED FOR PROFESSIONAL DEVELOPMENT IN THE MOST RECENT THREE YEAR PERIOD:
 2016-17: 2 Professional Development Days, 3 Shortened Days, 35 Common Meeting Time Days
 2017-18: 2 Professional Development Days, 6 Shortened Days, 32 Common Meeting Time Days
 2018-19: 2 Professional Development Days, 6 Shortened Days, 36 Common Meeting Time Days

Last updated: 1/30/2019