

# Fanning Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Fanning Elementary School
<b>Street</b>	650 North Apricot Ave.
<b>City, State, Zip</b>	Brea, CA 92821-3501
<b>Phone Number</b>	714-529-3908
<b>Principal</b>	Theresa Stevens
<b>E-mail Address</b>	tstevens@bousd.us
<b>Web Site</b>	<a href="http://fanning.bousd.us/">http://fanning.bousd.us/</a>
<b>CDS Code</b>	30664496068571

<b>District Contact Information</b>	
<b>District Name</b>	Brea Olinda Unified School District
<b>Phone Number</b>	714-990-7800
<b>Superintendent</b>	Dr. Brad Mason
<b>E-mail Address</b>	bmason@bousd.us
<b>Web Site</b>	www.bousd.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

The purpose of the School Accountability Report Card is to provide parents with information about Fanning Elementary’s instructional programs, school-wide achievements, instructional materials, campus safety, and teaching staff. Information about Brea Olinda Unified School District is also provided to further illustrate the organizational relationships and collaborative efforts among school staff and District administration.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Fanning Elementary is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values.

Parents and community play a very important role in the school. Understanding the school’s educational program, academic expectations, and instructional goals can assist both school and community in ongoing program improvement. With school staff and parents working together, our students will be challenged to reach their maximum potential.

#### **School Mission**

William E. Fanning Elementary School is dedicated to “Preparing Children For Their Tomorrows!” The school sees its mission as providing an outstanding, innovative, educational program in an environment that offers each student opportunities for success.

Fanning Elementary believes this can be accomplished in a spirit of collaboration and cooperation among staff, students, parents and community.

#### **School Profile**

Fanning Elementary is a small community school located in the northeastern section of the City of Brea. The school follows a traditional school calendar for TK-6 students and features a non-traditional open classroom design which offers flexibility to easily convert from small class instruction to large group activities for first through sixth graders. Kindergarten has a separate permanent building.

For working parents, an extended day care program provides a safe environment for students before school, after school, and during extended school holiday periods.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	77
Grade 1	63
Grade 2	57
Grade 3	60
Grade 4	63
Grade 5	66
Grade 6	72
<b>Total Enrollment</b>	<b>458</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.1
Asian	18.6
Filipino	4.1
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	0.2
White	36.2
Two or More Races	5
Socioeconomically Disadvantaged	25.5
English Learners	14.4
Students with Disabilities	4.6
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	18	20	244
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Brea Olinda Unified School District held a Public Hearing on Oct. 10, 2016, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, 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. All textbooks and instructional materials used within the District are aligned with the California State Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5Houghton MifflinAdoption Year: 2009 Grade 6HoltAdoption Year: 2003	Yes	0
Mathematics	Grade K-6 GO Math HMH, adopted 6/22/15	Yes	0
Science	Grades K-6Houghton MifflinAdoption Year: 2007	Yes	0
History-Social Science	K-6Harcourt BraceAdoption Year: 2007	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

At Fanning Elementary students feel comfortable and safe when on school grounds before, during and after school. Staff maintains safety as they supervise all areas in the school before and after school. The playground sufficiently provides play areas for students with the assistance of staggered scheduling to facilitate efficient usage of playground. To ensure optimal learning opportunities, faculty and staff coordinate classroom facility usage to include flexible grouping and intervention instruction with the use of PODs in each grade level. The district takes great efforts to ensure that all schools are clean, safe, and functional.

Fanning has 24 classrooms, a media center/library, computer lab, main office with a staff lounge, adult restrooms, teacher

workroom and health office. During the year of 2014-15 the school had a major renovation due to earthquake damage. Most of the classrooms were remodeled in the main building of the school.

Safety concerns are the number one priority of the Facilities and Maintenance department of BOUSD. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. As of January 2017, none of the eight emergency conditions cited in Education Code 17592.72 exist at the school. Current Facilities Inspection was completed in January 2017 with the Assistant Superintendent of Business Services and the Principal.

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District office and fulfilled by our full-time day and night custodians. The Principal works with the custodial staff to develop cleaning schedules to insure a clean and safe school.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: January 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: January 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	66	68	67	66	44	48
Mathematics	61	62	58	58	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	62	98.4	72.6
	4	65	64	98.5	60.9
	5	70	67	95.7	65.7
	6	72	72	100.0	70.8
Male	3	37	36	97.3	66.7
	4	34	33	97.1	60.6
	5	37	36	97.3	61.1
	6	44	44	100.0	63.6
Female	3	26	26	100.0	80.8
	4	31	31	100.0	61.3
	5	33	31	93.9	71.0
	6	28	28	100.0	82.1
Black or African American	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	18	18	100.0	83.3
	4	16	15	93.8	53.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	16	16	100.0	93.8
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	18	18	100.0	44.4
	4	26	26	100.0	61.5
	5	23	22	95.7	45.5
	6	26	26	100.0	61.5
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	17	16	94.1	75.0
	4	17	17	100.0	70.6
	5	32	31	96.9	74.2
	6	21	21	100.0	76.2
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	68.8
	4	17	16	94.1	62.5
	5	19	19	100.0	42.1
	6	22	22	100.0	59.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	62	98.4	61.3
	4	65	64	98.5	60.9
	5	70	67	95.7	56.7
	6	72	72	100.0	66.7
Male	3	37	36	97.3	63.9
	4	34	33	97.1	63.6
	5	37	36	97.3	58.3
	6	44	44	100.0	65.9
Female	3	26	26	100.0	57.7
	4	31	31	100.0	58.1
	5	33	31	93.9	54.8
	6	28	28	100.0	67.9
Black or African American	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	18	18	100.0	77.8
	4	16	15	93.8	60.0
	5	--	--	--	--
	6	16	16	100.0	93.8
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	18	18	100.0	33.3
	4	26	26	100.0	57.7
	5	23	22	95.7	36.4
	6	26	26	100.0	53.9
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	17	16	94.1	62.5
	4	17	17	100.0	70.6
	5	32	31	96.9	61.3



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	21	21	100.0	76.2
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	56.3
	4	17	16	94.1	31.3
	5	19	19	100.0	21.1
	6	22	22	100.0	50.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	64	85	76	79	80	76	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	69	66	95.7	75.8
Male	37	36	97.3	80.6
Female	32	30	93.8	70.0
Hispanic or Latino	23	22	95.7	59.1
White	31	30	96.8	83.3
Socioeconomically Disadvantaged	19	19	100.0	63.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.3	35.3	42.6

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

Parents and the community are very supportive of the educational program at Fanning Elementary. We have an active PTA and School Site Council. Many parents serve on committees for our PTA and volunteer in our classrooms. Family, school, district, and community resources available to assist all students include:

- Character Counts character education program
- Trimester awards ceremony for 4-6th grades (Honor Roll, Honorable Mention, Citizenship)
- Student Council
- Monthly school-wide flag ceremonies
- PTA/Parent Teacher Association Events & Activities
- School Site Council
- English Learner Advisory Council
- District Spelling Bee Participation
- District Track Meet
- Monthly Principal's Awards
- Student Study Team
- Response to Intervention Program
- Special Events and Assemblies

- Classroom Parties
- After school enrichment programs such as Fibo/Chess Masters/Lady IT
- University outreach "Titan Tales"

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	2.5	1.0	2.5	2.3	1.7	2.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor’s badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Each fall, the School Site Council approves this plan.

At the beginning of the new school year students and parents receive a Parent/Student Handbook . It includes safety guidelines for ingress/egress, playground safety and unique campus conditions. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

### 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.

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2013-2014
<b>Year in Program Improvement*</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	2		27		3		25		3	
1	27		2		31		2		21		3	
2	31		2		27		2		29		2	
3	29		2		31		2		31		2	
4	35			1	31		2		31		2	
5	30		2		24	1		2	31		2	
6	32		2		25	1	1	1	34			2
Other	23	1		1					1	15		

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,242	\$541	\$3,701	\$66,205
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-41.3	-12.4
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-34.8	-7.4

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

### Types of Services Funded (Fiscal Year 2015-16)

We have a part time instructional aide who works with at-risk students as designated in our district's LCAP. This position is funded by the district.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,244	\$43,821
Mid-Range Teacher Salary	\$74,901	\$69,131
Highest Teacher Salary	\$96,218	\$89,259
Average Principal Salary (Elementary)	\$111,519	\$108,566
Average Principal Salary (Middle)	\$117,821	\$115,375
Average Principal Salary (High)	\$136,574	\$125,650
Superintendent Salary	\$232,180	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

### Professional Development (Most Recent Three Years)

All curriculum development by Fanning Elementary and Brea Olinda Unified School District is aligned to the California Standards and school's Single Plan for Student Achievement. At the District level, a team specializing in curriculum and instruction development identifies where and why students are not meeting proficiency levels and develops a plan to increase achievement in identified areas. After District goals and expectations are set, this team reaches out to schools through needs assessment surveys regarding individual school concerns and needs. Using results from the survey, combined with data analysis from standardized tests and District assessments, the committee creates a plan that is implemented at all schools. The District is also utilizing our four Teachers on Special Assignment (TOSAs) to support teachers in their 21st-century environments.

Data is used to guide professional development at both the district and site level. Data used includes CAASPP scores, district benchmark assessments and interim formative assessments, and site based measures. Stakeholders also provide input into areas of need for professional development through staff meetings, School Site Council meetings and PTA meetings.

District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (CAASPP testing and District assessment results) and survey responses. Findings were used to choose staff development workshops for District-wide implementation and supplemental school-level activities. Two mandatory District staff development days are held in addition to District and school-sponsored in-services and workshops.

Fanning Elementary School staff participated in the following training activities held during the past three school years:

- \* Step Up to Writing training
- \* Go Math training
- \* Google Applications for Education training
- \* PBIS/ Positive Behavior Interventions & Supports
- \* CUE Conference attendance
- \* Illuminated Ed In-service and Implementation
- \* Imagine Learning ELA program to support English Learners and struggling students
- \* School Messenger Website training
- \* GATE Conference attendance
- \* School-Wide and Grade Level Professional Learning Communities
- \* District-Wide Grade Level Profession
- \* Grade level attendance at Curriculum Workshops offered by BOUSD
- \* PLC leadership meeting
- \* Horizontal and Vertical Grade Level Articulation
- \* Analysis of Student Performance and Grade Level Goals