

Foster Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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

Foster Elementary School is an amazing place to learn and grow socially and academically. We are here to prepare our students for the future. Foster Elementary School is working hard to meet the academic, social, developmental needs of our culturally diverse populations. We have earned the honor of being a Gold Ribbon School as well as a Title I Achieving School. Students are given rich opportunities to enhance their future. By providing a comprehensive educational foundation for the 21st century, our students are equipped to be college and career ready. English Learners have their needs met in general and special education classrooms. Our Response to Intervention offers tiered instruction to help them acquire the necessary skills in language arts.

Foster Elementary School provides a strong academic focus for students in an environment that supports the building of positive behavior and constructive social relationships. We are a PBIS (Positive Behavior Intervention and Support) school. The students know that at Foster we SOAR. SOARing is being Safe, Owning our actions, Achieving our goals and being Respectful. Students' individual needs are a consistent focus for teachers in their instructional practices and for support staff in the decisions that are made regarding day-to-day operations. Parents are vital and welcomed contributors to the overall success of our instructional programs and student academic performance.

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 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
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	fe-bpusd-ca.schoolloop.com
County-District-School (CDS) Code	19642876011423

Last updated: 11/13/2017

School Description and Mission Statement (School Year 2017-18)

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 23 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, 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 two prototype multilingual classrooms. Our school utilizes over 7 COWs (Computers on Wheels) that are used 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.

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.

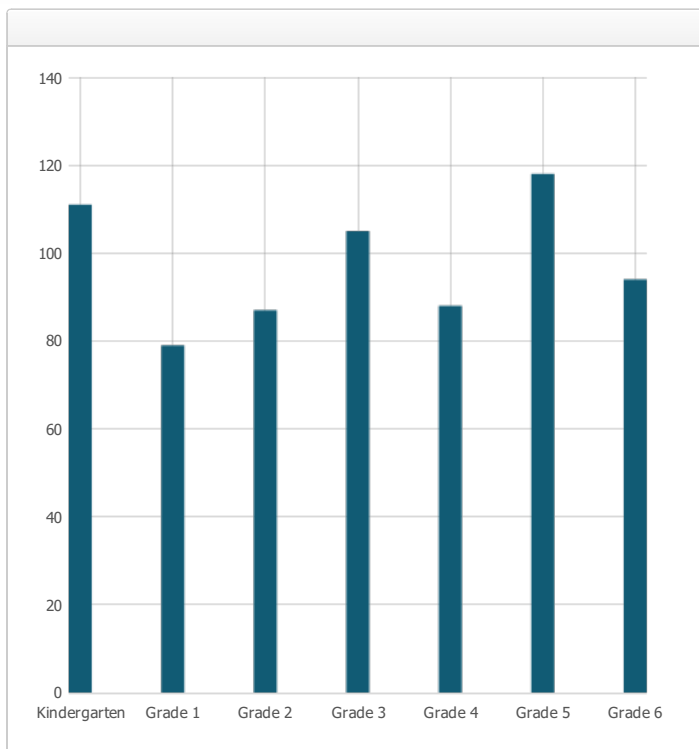
School Vision: At Foster Elementary School, our vision is that every student can be a lifelong learner equipped with the ability to integrate technology as they collaborate, create, communicate, and think critically in the 21st century.

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.

Last updated: 2/13/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	111
Grade 1	79
Grade 2	87
Grade 3	105
Grade 4	88
Grade 5	118
Grade 6	94
Total Enrollment	682



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.4 %
Asian	2.1 %
Filipino	1.9 %
Hispanic or Latino	93.8 %
Native Hawaiian or Pacific Islander	0.1 %
White	1.3 %
Two or More Races	0.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.1 %
English Learners	37.2 %
Students with Disabilities	12.8 %
Foster Youth	0.7 %

Last updated: 1/31/2018

A. Conditions of Learning

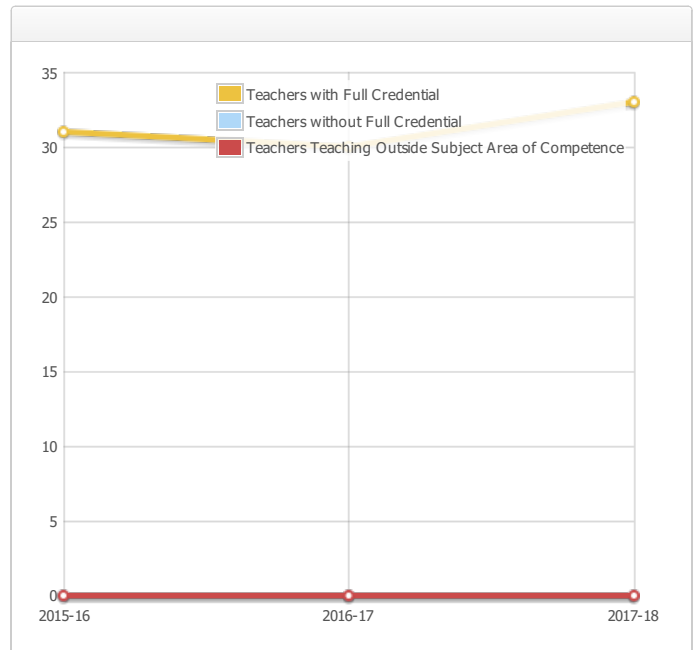
State Priority: Basic

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

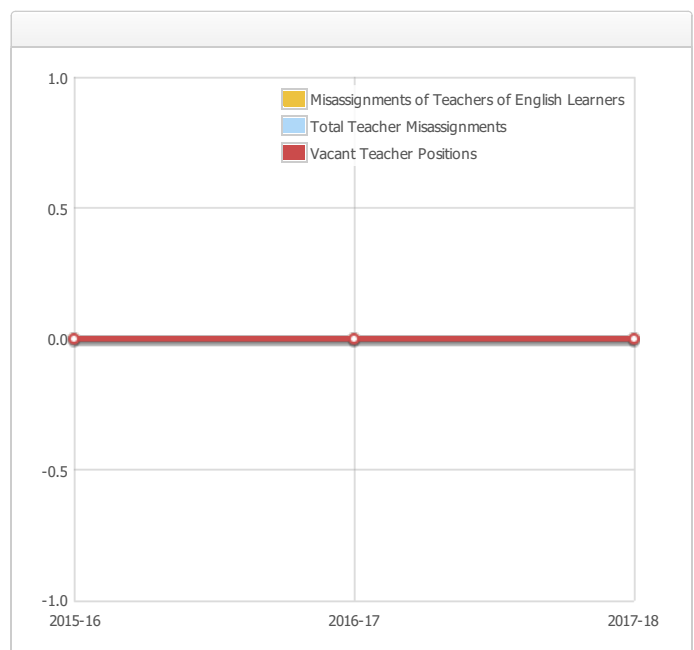
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	30	33	602
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK World of Wonders Macmillan/McGraw-Hill 2017 TK Frogstreet Bilingual Program Frogstreet Press 2017 Kindergarten Wonders Big Books - 11 Titles Macmillan/McGraw-Hill 2017 Kindergarten Maravillas Big Books - 11 Titles Macmillan/McGraw-Hill 2017 1st California Wonders Anthology 1.1-1.4 Macmillan/McGraw-Hill 2017 1st Lectura Maravillas Antologia 1.1-1.4 Macmillan/McGraw-Hill 2017 2nd California Wonders Anthology 2 Macmillan/McGraw-Hill 2017 2nd Lectura Maravillas Antologia 2 Macmillan/McGraw-Hill 2017 3rd California Wonders Anthology 3 Macmillan/McGraw-Hill 2017 3rd Lectura Maravillas Antologia 3 Macmillan/McGraw-Hill 2017 4th California Wonders Anthology 4 Macmillan/McGraw-Hill 2017 4th Lectura Maravillas Antologia 4 Macmillan/McGraw-Hill 2017 5th California Wonders Anthology 5 Macmillan/McGraw-Hill 2017 5th Lectura Maravillas Antologia 5 Macmillan/McGraw-Hill 2017 6th California Wonders Anthology 6 Macmillan/McGraw-Hill 2017 6th Lectura Maravillas Antologia 6 Macmillan/McGraw-Hill 2017	Yes	0.0 %
Mathematics	TK My Math Big Book Macmillan/McGraw-Hill 2015 Kindergarten - 5th Grade My Math, Consumable Student Edition Macmillan/McGraw-Hill 2015 Kindergarten - 5th Grade Mis Matematicas, Consumable Student Edition Macmillan/McGraw-Hill 2015 6th California Math, Course 1, Consumable Student Edition Glencor McGraw-Hill 2015	Yes	0.0 %
Science	Kindergarten California Science Kindergarten Kit Houghton Mifflin 2007 Kindergarten California Ciencias Kindergarten Kit Houghton Mifflin 2007 1st California Science Level 1 Houghton Mifflin 2006 1st California Ciencias Nivel 1 Houghton Mifflin 2006 2nd California Science Level 2 Houghton Mifflin 2006 3rd California Science Level 3 Houghton Mifflin 2006 4th California Science Level 4 Houghton Mifflin 2006 5th California Science Level 5 Houghton Mifflin 2006 6th Earth Science Holt Reinhart and Winston 2007 6th Ciencias de la Tierra Holt Reinhart and Winston 2007	Yes	0.0 %
History-Social Science	Kindergarten My World and Me Big Book Houghton Mifflin 2006 Kindergarten Mi Mundo y Yo - Big Book Houghton Mifflin 2006 1st School and Family Houghton Mifflin 2006 1st Escuela y Familia Houghton Mifflin 2006 2nd Neighborhood Houghton Mifflin 2006 2nd Vecindarios Houghton Mifflin 2006 3rd Communities Houghton Mifflin 2006 3rd Comunidades Houghton Mifflin 2006 4th California Studies Houghton Mifflin 2006 4th Estudios de California Houghton Mifflin 2006 5th Early United States Houghton Mifflin 2006 5th Historia de Estados Unidos: Inicios Houghton Mifflin 2006 6th Ancient Civilizations Holt Reinhart and Winston 2006 6th Las Antiguas Civilizaciones Holt Reinhart and Winston 2006	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.

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 district 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. The mission of the 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.

Last updated: 2/13/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work orders submitted through electronic tracking system on an as needed basis.
Interior: Interior Surfaces	Good	Work orders submitted through electronic tracking system on an as needed basis.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work orders submitted through electronic tracking system on an as needed basis.
Electrical: Electrical	Good	Work orders submitted through electronic tracking system on an as needed basis.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work orders submitted through electronic tracking system on an as needed basis.
Safety: Fire Safety, Hazardous Materials	Good	Work orders submitted through electronic tracking system on an as needed basis.
Structural: Structural Damage, Roofs	Good	Work orders submitted through electronic tracking system on an as needed basis.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work orders submitted through electronic tracking system on an as needed basis.

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Exemplary
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Last updated: 1/31/2018

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 by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	393	98.50%	33.84%
Male	203	202	99.51%	29.70%
Female	196	191	97.45%	38.22%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	374	369	98.66%	32.52%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	362	356	98.34%	33.43%
English Learners	222	217	97.75%	27.19%
Students with Disabilities	47	47	100.00%	--
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: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	398	99.75%	28.89%
Male	203	203	100.00%	30.05%
Female	196	195	99.49%	27.69%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	374	373	99.73%	27.61%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	362	361	99.72%	28.25%
English Learners	222	222	100.00%	25.23%
Students with Disabilities	47	47	100.00%	--
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: 1/31/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	39.0%	50.0%	41.0%	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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.3%	27.8%	23.5%

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: 1/31/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is a valued and integral component of the school culture. There are many opportunities for parents to take an active role in their child's education through participation in designing and implementing aspects of school programs. Opportunities are tailored toward providing optimal parent involvement and include an array of options, from school/parent councils, to participation in the Falcon Parent University (FPU), to volunteering in the classroom and participation in special events. Foster hosts workshops at least once a month related to educating and engaging parents in promoting a college going environment, providing strategies for supporting math success for their students, technology usage, attendance, social emotional support as well as other high interest topics.

An essential responsibility of the School Site Council is the approval of the "Single Plan for Student Achievement" which is developed using assessment data, research based instructional strategies and standards based curriculum. Parents are included in the planning, review, and improvement of programs through organized, ongoing School Site Council meetings. As a school site that receives Title I funding, an annual meeting is held to inform parents about the Title I program and its requirements. Regular meetings are held to provide an opportunity for open dialogue between stakeholders regarding student achievement, as well as topics related to school performance, curriculum, assessments, and proficiency levels. Foster also hosts evening family events to encourage participation with the community. Some family events include STEM Night, Movie Night, Fall Festival, Literacy Night, Dual Language Night, Father Daughter Dance, and Mother Son Dance. Engagement of our families in the academic success of our students is a priority.

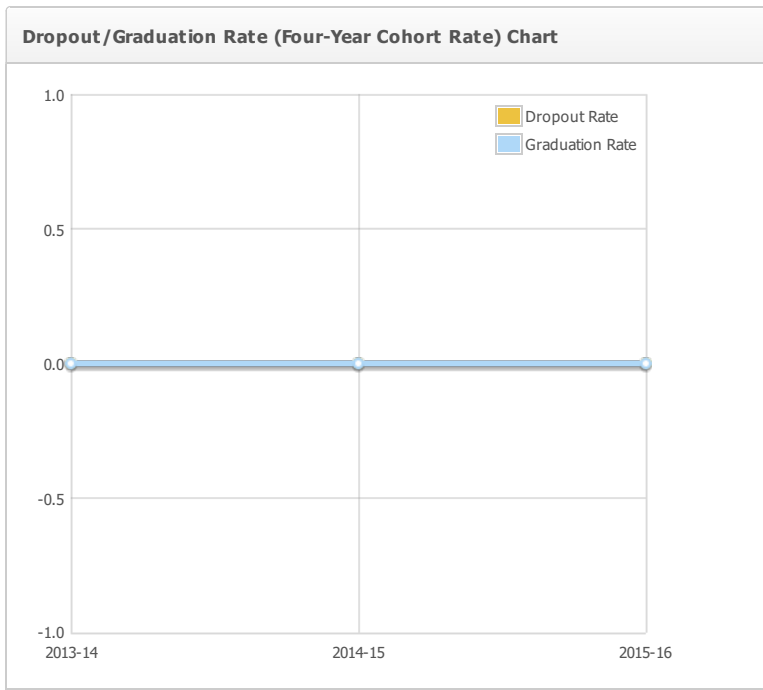
State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	92.4%	93.9%	94.1%	81.0%	82.3%	83.8%



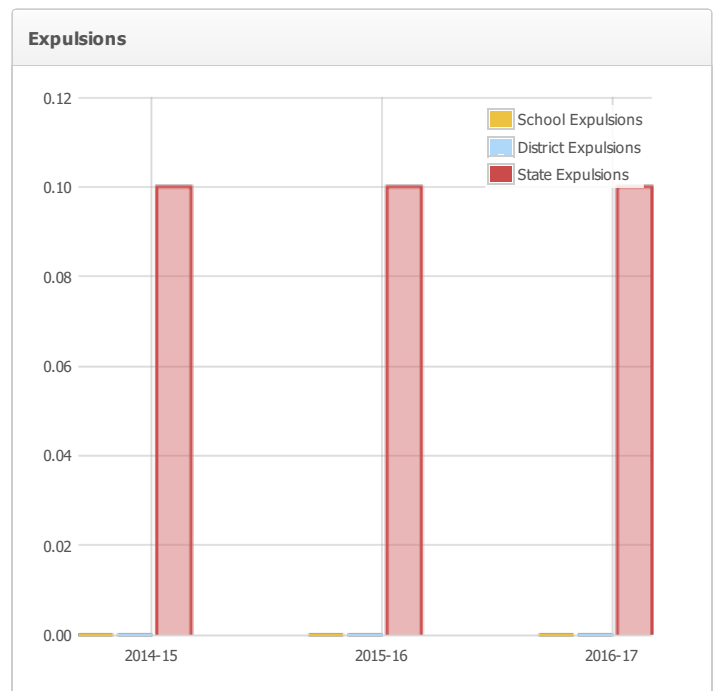
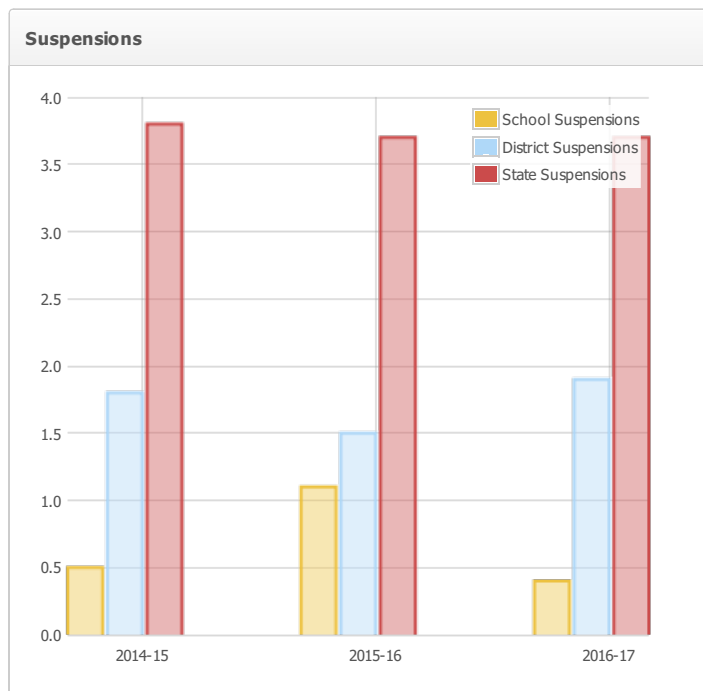
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5%	1.1%	0.4%	1.8%	1.5%	1.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

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.

Last updated: 1/31/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	95.0%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11.0	9	1	0	12.0	8	1	0	16.0	3	4	0
1	17.0	5	1	0	15.0	4	2	0	16.0	3	2	0
2	18.0	1	4	0	18.0	3	3	0	15.0	5	1	0
3	21.0	1	5	0	17.0	3	2	0	18.0	2	4	0
4	20.0	2	3	0	20.0	3	1	2	18.0	3	2	0
5	23.0	1	3	0	19.0	2	2	1	20.0	3	3	0
6	28.0	0	3	0	29.0	0	2	1	31.0	0	2	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 2/2/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6288.1	\$314.9	\$5973.3	\$94610.4
District	N/A	N/A	\$7066.6	\$89169.0
Percent Difference – School Site and District	N/A	N/A	-15.5%	3.6%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-9.1%	21.6%

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

Last updated: 2/12/2018

Types of Services Funded (Fiscal Year 2016-17)

Local Control Funding Formula

The local control funding formula (LCFF) establishes base, supplemental, and concentration funding. These fundings replace many of the former state categorical programs. Supplemental and Concentration grants go to help high needs students: English Language Learners, low-income students and foster youth. School districts have greater flexibility, than in the past, to decide how to use the funds with input from their local communities. Budgets are aligned to improvement goals in the district's Local Control and Accountability Plan (LCAP).

Federal – Title I Schoolwide Program

Title I funding is provided to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and meet state standards. The Title I Schoolwide Program is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school.

Federal – Title II

Title II, Part A, Teacher and Principal Training and Recruiting is a federal categorical program for the purpose of increasing the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Federal – Title III

Title III is for limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children and youths, to attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

Last updated: 2/1/2018

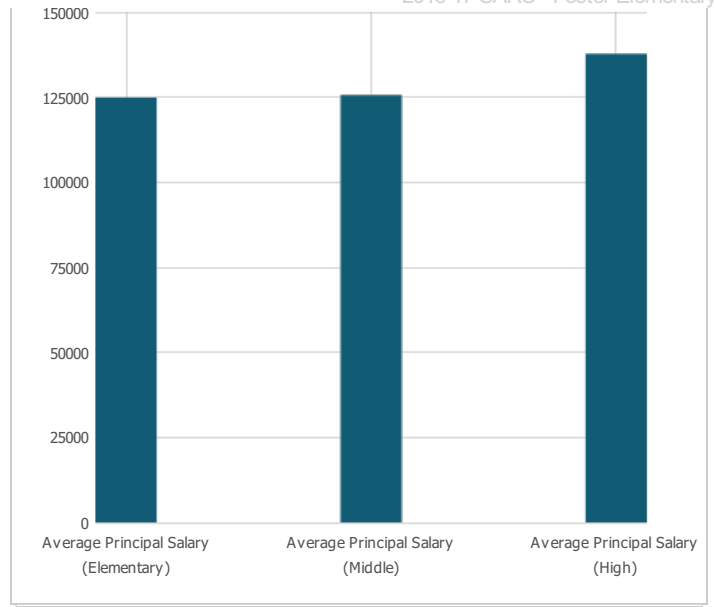
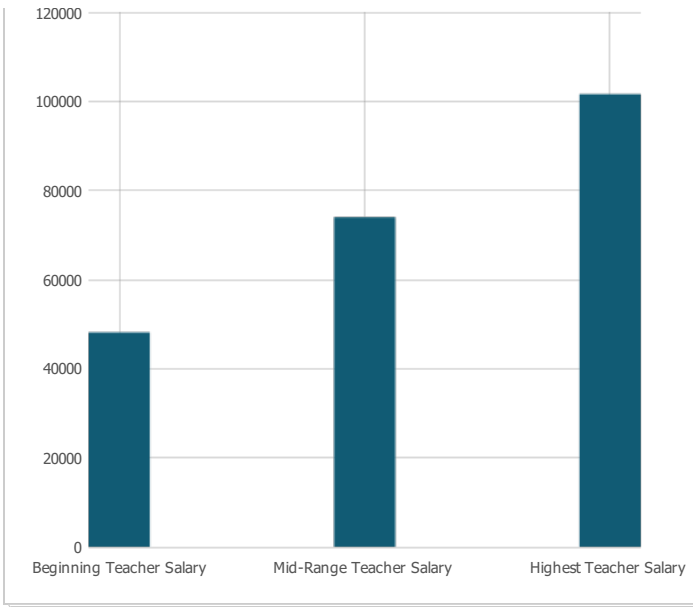
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,139	\$48,522
Mid-Range Teacher Salary	\$73,994	\$75,065
Highest Teacher Salary	\$101,593	\$94,688
Average Principal Salary (Elementary)	\$124,864	\$119,876
Average Principal Salary (Middle)	\$125,625	\$126,749
Average Principal Salary (High)	\$137,741	\$135,830
Superintendent Salary	\$225,833	\$232,390
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2018

Professional Development

Through monthly content and grade level specific cohorts, along with other year-long activities, Curriculum Technology Intervention Coach models, coaches, conduct peer observations, facilitate trainings, and conduct sessions focused on essential learnings and intervention. As a site, we also focus on the delivery of District focus areas, and other site and District instructional initiatives. The focus of professional development is the area of social emotional support, instructional use of technology, Response to Intervention, and Positive Behavior Intervention and Support. New teachers that are in the process of clearing their credential participate in an induction program. This program supports the training, development, and retention of high quality teachers utilizing current research on effective teaching and grounds what they are learning in daily practices.

NUMBER OF DAYS PROVIDED FOR PROFESSIONAL DEVELOPMENT IN THE MOST RECENT THREE YEAR PERIOD

2015-16: 2 Professional Development Days, 3 Shortened Days, 34 Common Meeting Time Days

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

Last updated: 2/13/2018