

# Para Los Niños Charter

## 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.

## Santa Acuna, Principal

Principal, Para Los Niños Charter

### About Our School

Building on our commitment to high-quality education for all children, Para Los Niños opened the charter school in September of 2002 with an entering class of 60 kindergarteners. Now in its sixteenth year, the school has over 380 children from TK to fifth grade. Here at Para Los Niños Charter, we are an elementary school servicing the working families in downtown Los Angeles; we strive to cultivate and celebrate the potential within each child and equips students with the skills, knowledge and confidence necessary to pursue excellence.

Accordingly, at Para Los Niños, we are intensifying our focus on the whole child, understanding that children live and learn with the context of a family; and a family lives and learns within the context of a community. We have therefore created an approach to supporting children and families which addresses each child's needs in the context of his/her family and community, providing comprehensive and accessible supports in spaces where children and families can best and most readily access them.

In an effort to support our students and their families, we have an extensive After-School program that serves our TK-5 grade students. The program is designed to provide all students with a safe and engaging environment. All of our after-school activities support general education core curriculum with academic enriching activities to reinforce and enhance academic achievement. Our goal is to improve the academic performance and scholastic success of students in the program by providing a high-quality academic programming during after school. To meet this goal, the program offers student's homework support, academic enrichment, recreation, enrichment activities, and linkages to other Para Los Niños Services.

\*PENDING BOARD APPROVAL\*

### Contact

*Para Los Niños Charter  
1617 East Seventh St.  
Los Angeles, CA 90021-1207*

*Phone: 213-239-6605  
E-mail: [sacuna@paraloseninos.org](mailto:sacuna@paraloseninos.org)*



## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Para Los Niños Charter
<b>Street</b>	1617 East Seventh St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90021-1207
<b>Phone Number</b>	213-239-6605
<b>Principal</b>	Santa Acuna, Principal
<b>E-mail Address</b>	<a href="mailto:sacuna@paralosninos.org">sacuna@paralosninos.org</a>
<b>Web Site</b>	<a href="http://paralosninos.org">http://paralosninos.org</a>
<b>County-District-School (CDS) Code</b>	19647336120489

*Last updated: 2/1/2018*

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

The mission of the Para Los Niños Charter Elementary School is to help children in grades TK-5 achieve their full academic potential and to help their families and communities support them in doing so. In keeping with the vision for Para Los Niños as an organization, our school will be a center for urban education providing students and their families with all the support and tools necessary to ensure academic success.

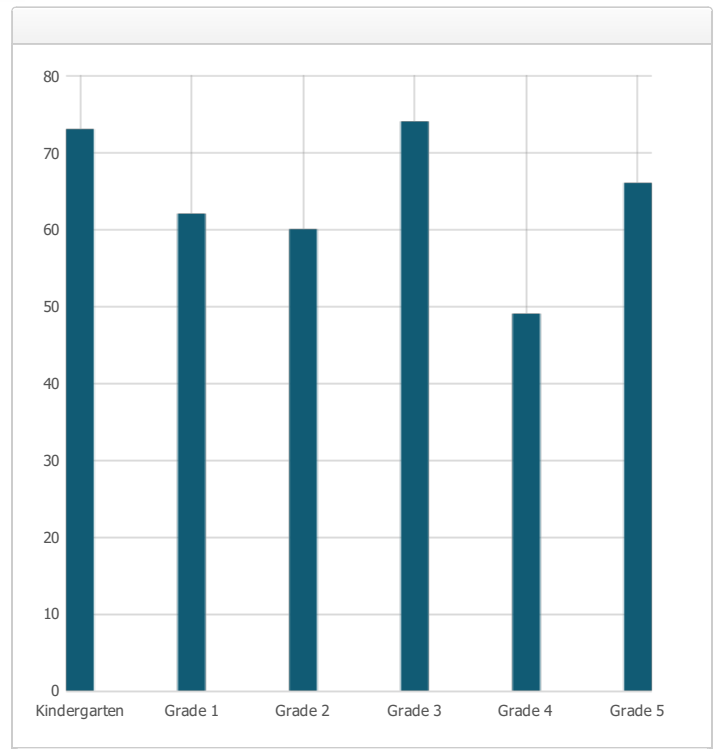
We help children succeed through a standards-aligned instructional program guided by our understanding of the three critical components necessary to become educated citizens in the 21st Century:

- The development of knowledge and specific knowledge related to academic disciplines
- The development of generalizable skills
- The development of character and a sense of community

*Last updated: 2/1/2018*

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	62
Grade 2	60
Grade 3	74
Grade 4	49
Grade 5	66
<b>Total Enrollment</b>	<b>384</b>



Last updated: 2/1/2018

**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	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	96.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.4 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.8 %
English Learners	72.1 %
Students with Disabilities	8.9 %
Foster Youth	0.0 %

Last updated: 2/1/2018

## A. Conditions of Learning

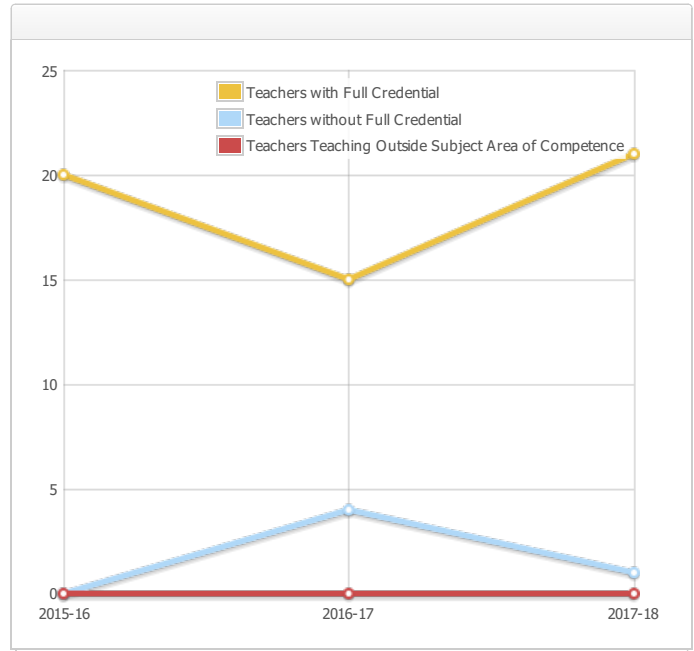
### State Priority: Basic

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

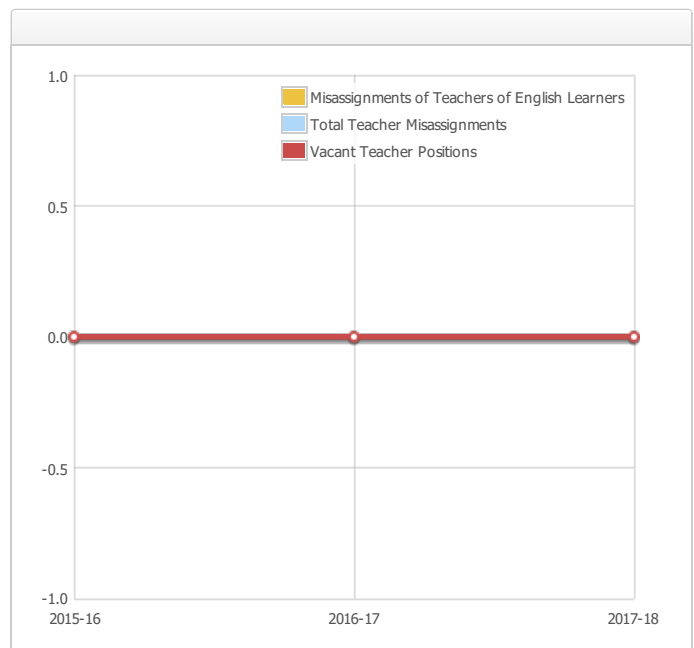
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	15	21	21342
Without Full Credential	0	4	1	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/1/2018

#### 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: 2/1/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Phonics Spanish/Cancionero Words Their Way/Spanish Words Their Way/Workbook Sadlier Oxford Grammar K-5 Sadlier Oxford Vocabulary K-5 Sadlier Phonics Teacher Edition Lucy Calkins, Readers Workshop Publisher kit - Heinemann Lucy Calkins, Writers Workshop Publisher kit - Heinemann Achieve 3000 2-5th grade reading computer based platform RAZ Kids - technological Platform Reading Eggs - technological Platform Sound Partners -foundational skills Starfall-technological Platform Learning A-Z - computer platform		0.0 %
Mathematics	Math Expression Student books - Houghton & Mifflin Math, CA Common Core, Consumable workbooks, textbook Math Expression Teacher Edition Common Core Aligned - Houghton & Mifflin Spatial and Temporal Math Intervention (ST Math) Computer based platform		0.0 %
Science	NGSS National Science Standards		0.0 %
History-Social Science	Social Studies "Oh California" - Houghton & Mifflin Social Studies "Oh California" workbook - Houghton & Mifflin Social Studies "Oh California" Teacher Edition - Houghton & Mifflin		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	VAPA Visual and Performing Arts Standards		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

## School Facility Conditions and Planned Improvements

School site is adequately clean and safe. Recently completed facility improvements include: roof repair, playground pavement was repaired, parking area resurfaced, and apparatus in the play area was corrected.

*Last updated: 2/1/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 2/1/2018*

## 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 and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	18%	28%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	20%	38%	29%	30%	36%	37%

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: 2/1/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	187	187	100.00%	27.81%
Male	92	92	100.00%	23.91%
Female	95	95	100.00%	31.58%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	182	182	100.00%	27.47%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	185	185	100.00%	28.11%
English Learners	154	154	100.00%	26.62%
Students with Disabilities	17	17	100.00%	29.41%
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: 2/1/2018*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	187	187	100.00%	37.97%
Male	92	92	100.00%	39.13%
Female	95	95	100.00%	36.84%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	182	182	100.00%	37.36%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	185	185	100.00%	38.38%
English Learners	154	154	100.00%	39.61%
Students with Disabilities	17	17	100.00%	47.06%
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: 2/1/2018*

**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)	23.0%	29.0%	46.0%	46.0%	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: 2/1/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/1/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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	30.8%	10.8%	0.0%

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.

Last updated: 2/1/2018

## 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)

Parents and the community members are supportive of the educational program here at Para Los Niños Charter Elementary. Parents and community members participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional program are consistent with student needs and comply with our vision and mission; helping children in poverty close the achievement gap. Parents are encouraged to participate on one or more of the following committees or organization:

LCAP Meetings  
 ELAC Meetings  
 Ad Hoc Parent Committees  
 School Site Council  
 Reading Campaign Family Night / Mobile Library  
 Classroom Volunteers Committees  
 Field Trip Fundraising Committee  
 Culminating Science and Social Studies Week Show case

Parents are welcomed to attend Back to School Night in September each year. Back to School is dedicated to introducing parents to the teachers, classrooms, rules, procedures and school environment overall. During this meeting, teachers are able to explain plans, goals, and expectations for the year. Parents are strongly encouraged to attend to build a relationship between teachers, students, staff and administration. Parent Teacher Conferences are also consistent here at the school site. Parent and guardians have the opportunity to discuss child's successes and struggles with the teacher during parent teacher conference. There are two opportunities for the teacher and parents/guardians to conference, one in November and second one in March. Parents and teachers have the opportunity to discuss child's progress and ways to assist. School Site Council, consisting of school staff, parents, and community members, is major governing body that meets regularly to address programs and components that make the school. The School Site Council discusses the effectiveness of the various programs in relation to student achievement, and acts as a liaison between the community and the school. The School Council meets monthly and all parents are encouraged to attend and participate. Café De Padres, parents have the opportunity to meet with the principal once a month in the morning and afternoon on the last Thursday of every month to discuss overall school progress, concerns, success and school news. Parents can communicate their issues, concerns, suggestions and strategies for the improvement of the school during the Café De Padres, along with sharing ideas and opinions.

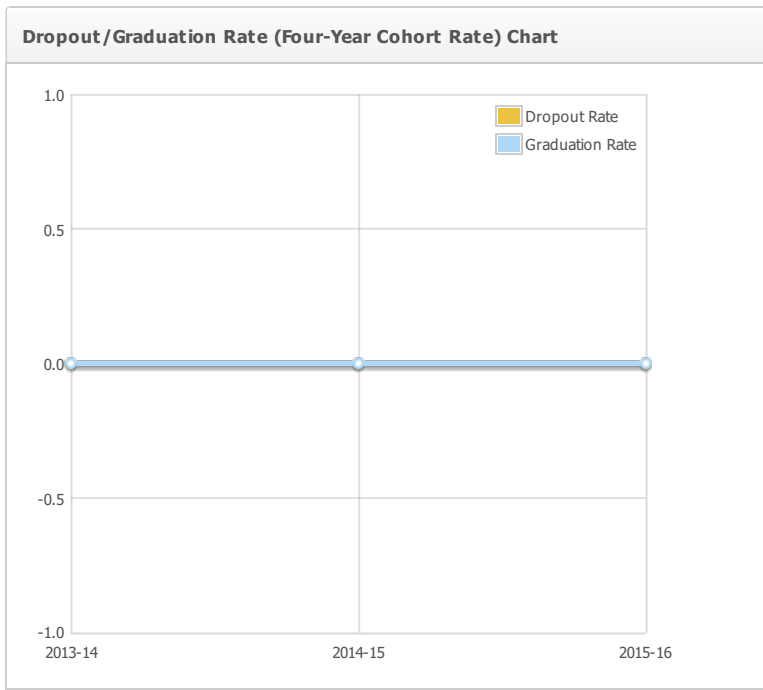
# State Priority: Pupil Engagement

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%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%



Last updated: 2/1/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

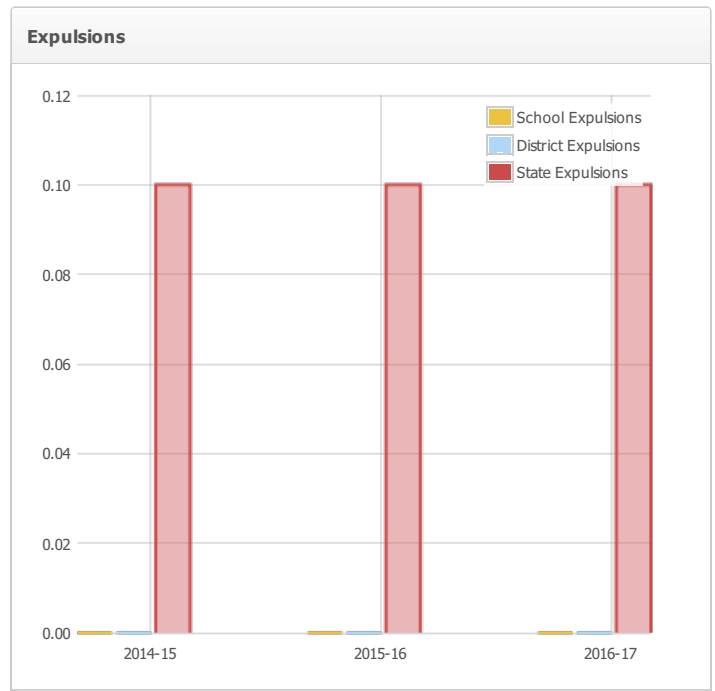
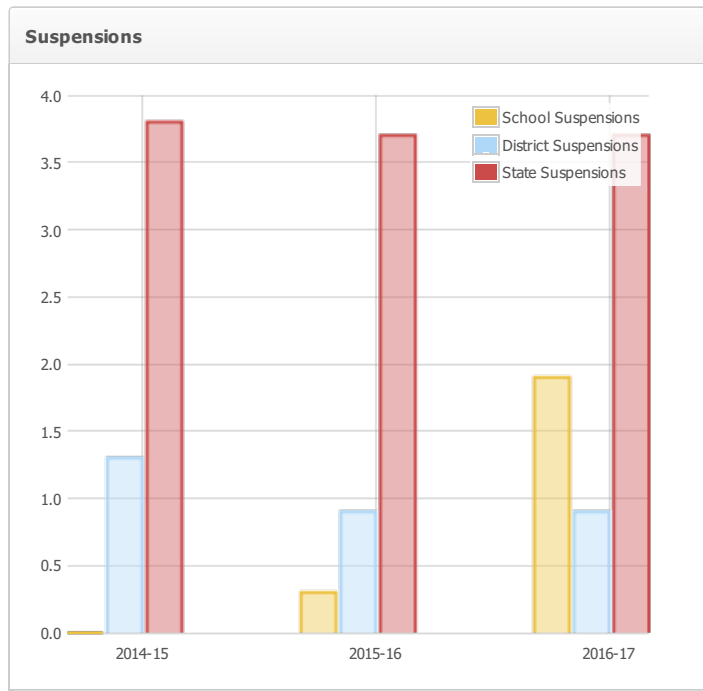
# State Priority: School Climate

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	0.0%	0.3%	1.9%	1.3%	0.9%	0.9%	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: 2/1/2018

## School Safety Plan (School Year 2017-18)

### Safety School Plan:

Para Los Niños Charter Elementary provides a safe, clean environment for students, staff and volunteers. The school has procedures set in place should an emergency arise. In an event of an emergency situation, the school Principal shall declare an emergency situation and institute the appropriate response action plan which includes:

1. Work with PLN Crisis Management Team and Local emergency agencies to arrange for evacuation location and transportation away from school.
2. Familiarize all staff with the crisis/emergency preparedness plan and ensure effective implementation.
3. Ensure that the school's practice drill program is implemented and documented.
4. Ensure that supplies and equipment are present and checking at least monthly.
5. Review each crisis/emergency situation to ensure that proper reports are completed and appropriate action is taken to prevent repetition of any ineffective efforts.
6. Act as team leader in a crises/emergency situation. Identify the emergency situation and determine the course of action.
7. Activate contact with PLN Crisis Management Team and or other local authorities to inform school of potential or existing crisis/emergency situations.

### Employee Responsibility:

1. Notify the Principal of emergency situation as they become aware of them.
2. Follow emergency procedures as outlined and directed by the person in charge.
3. Assure that safety and wellbeing of the children while they are in their care

Here at Para Los Niños is a closed campus. During school hours, there is a security guard at the entrance and personnel that assist in ensuring that visitors check in with the office. All visitors are required to sign in and wear a visitors' badge during their stay. While the school welcomes visitors and parents and community members anyone wishing to be on campus during school hours should notify school staff ahead of time.



*Last updated: 2/1/2018*

## 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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 2/1/2018*

### 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	22.0	0	3	0	22.0	0	3	0	19.0	1	3	0
1	22.0	1	1	0	19.0	2	1	0	21.0	2	1	0
2	21.0	0	1	0	20.0	3	1	0	21.0	1	2	0
3	22.0	0	3	0	23.0	0	2	0	25.0	0	3	0
4	30.0	0	2	0	25.0	1	2	0	24.0	0	2	0
5	25.0	0	2	0	29.0	0	2	0	22.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	21.0	0	4	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: 2/1/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English									
Mathematics									
Science									
Social Science									

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2018

**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)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.3	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: 2/1/2018

**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	--	--	--	--
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	54.0%	19.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	57.0%	33.0%

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

Last updated: 2/1/2018

**Types of Services Funded (Fiscal Year 2016-17)**

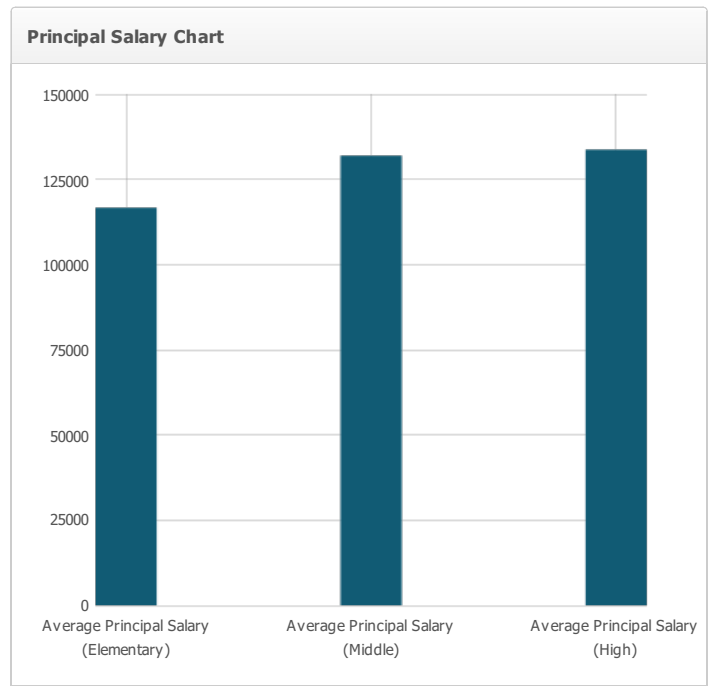
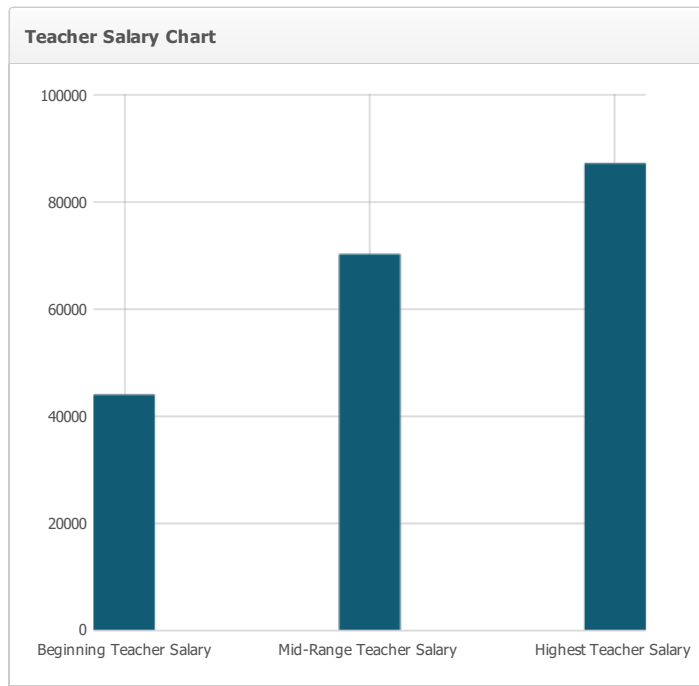
NCLB:T 1Part A, Basic Grts Low -Income & Neglected  
 NCLB:T II Part A, Teacher Quality  
 NCLB:T V Part A, Innovative Education Strategies  
 Child Nutrition Program (School lunch and breakfast programs).  
 Special Education  
 Title III  
 Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

*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	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
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/> .



*Last updated: 2/1/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 2/1/2018*

**Professional Development****Professional development**

Our teachers actively seek opportunities for professional growth to provide effective instructions with focus on student learning. Staff development is based on the assessed need of the school population. Teachers meet with the principal and assistant principal every Tuesday from 2:00-3:30pm and every Thursday from 2-4:30pm. During this time teachers are trained in content area and plan in groups according to grade level. Teachers also participate in 3 days of additional planning during the school year. 10 full days of training and planning are dedicated before and after the school year begins. These training include workshops with Achieve3000, Spatial and Temporal Math, Safety Plan, Pre-Post Assessment data, Bilingual Literacy, Illuminate internal Data Analysis, Unpacking the Common Core ELA/Math, Responsive Classroom, ELD, amongst other important topics. Teachers also take part in art instructional training to enrich subject areas such as social studies, science, through art, thus assisting in fulfilling the schools Reggio School Standards.

*Last updated: 2/1/2018*