

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

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

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

DataQuest

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

Internet Access

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

Norma Silva

Principal, Para Los Niños Charter

About Our School

PENDING BOARD APPROVAL

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 afterschool 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.

Contact

Para Los Niños Charter
1617 E. 7th St
Los Angeles, CA 90021

Phone: 2132396605
E-mail: nsilva@paralosninos.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Para Los Niños Charter
Street	1617 E. 7th St
City, State, Zip	Los Angeles, Ca, 90021
Phone Number	2132396605
Principal	Norma Silva
E-mail Address	nsilva@paralosninos.org
Web Site	http://paralosninos.org
County-District-School (CDS) Code	19647336120489

Last updated: 1/31/2019

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

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 the 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

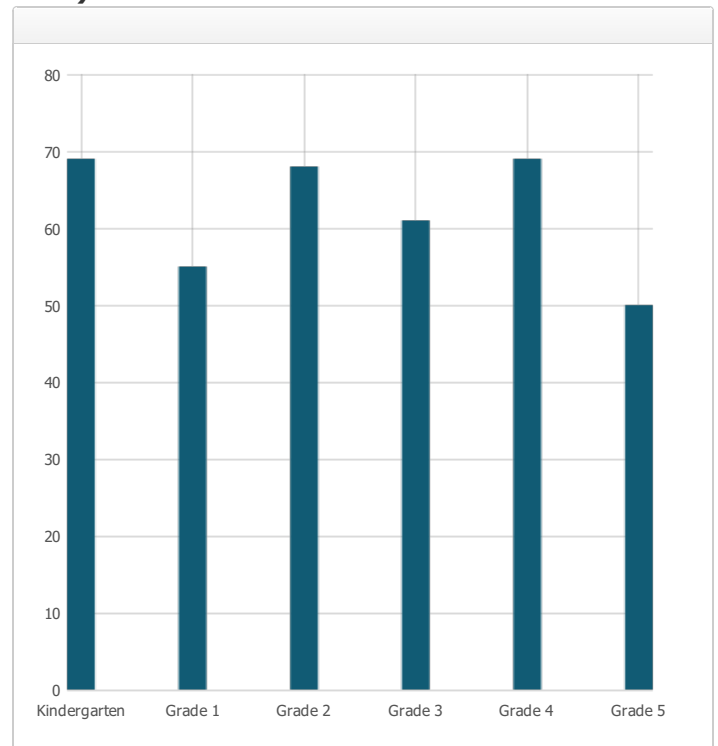
*The development of generalizable skills

*The development of character and sense of community

Last updated: 1/31/2019

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	55
Grade 2	68
Grade 3	61
Grade 4	69
Grade 5	50
Total Enrollment	372



Last updated: 1/31/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	96.5 %
Native Hawaiian or Pacific Islander	%
White	2.2 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.3 %
English Learners	68.8 %
Students with Disabilities	9.7 %
Foster Youth	0.8 %

A. Conditions of Learning

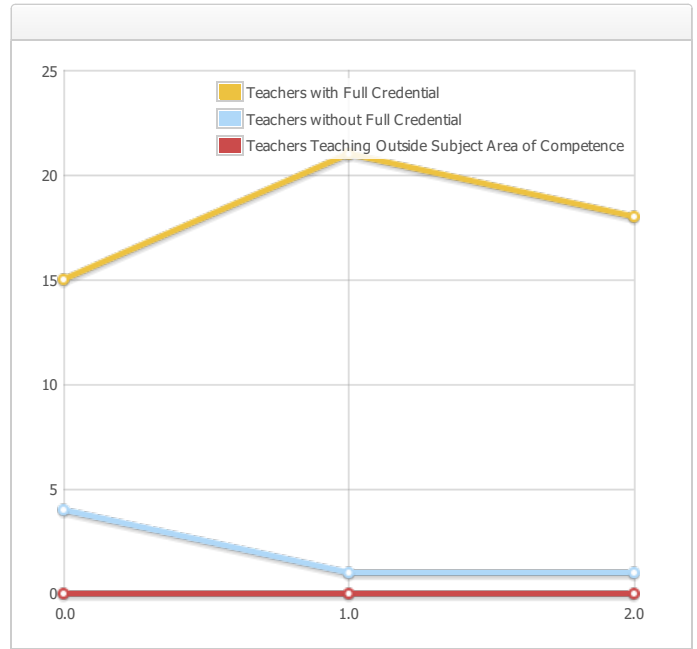
State Priority: Basic

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

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

Teacher Credentials

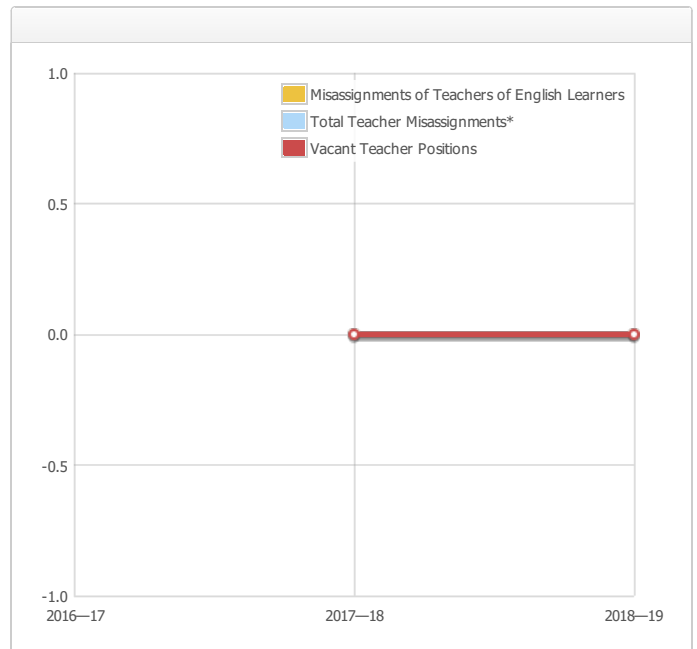
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	15	21	18	24740
Without Full Credential	4	1	1	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/31/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 Patners-foundamental skills Starfall-technologicalPlatform Learning A-Z computer based platform		0.0 %
Mathematics	Math Expression Student books-Houghton & Mifflin Math, Ca Common Core, Consumable workbooks, text book Math Expression Teacher Edition Common Core Aligned Houghton & Mufflin 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 & Mufflin Social Studies "Oh California" Teacher Edition -Houghton & Mufflin		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	VAPA Visual and Performing Arts Standards		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

The School facility is adequately clean and safe. Recently completed facility improvements include: Roof repair, pour in place soft turf repair in playgrounds, and painting on 1st floor hallways and 2 rooms. Future maintenance plans include quarterly HVAC PM in March and continuing classroom painting during Spring break. Carpet cleaning to continue to take place per schedule.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Jetting service completed as preventative measure for sewage smell on east side of building.
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	Fair	Small leaks detected, roofers called to complete repairs on roof, specifically around drains.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	39.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	40.0%	30.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/31/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	179	99.44%	39.11%
Male	82	82	100.00%	31.71%
Female	98	97	98.98%	45.36%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	171	170	99.42%	37.65%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	177	177	100.00%	38.42%
English Learners	152	151	99.34%	39.74%
Students with Disabilities	14	14	100.00%	35.71%
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: 1/31/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	178	98.89%	40.45%
Male	82	81	98.78%	41.98%
Female	98	97	98.98%	39.18%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	171	169	98.83%	39.05%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	177	176	99.44%	40.34%
English Learners	152	150	98.68%	42.67%
Students with Disabilities	14	14	100.00%	50.00%
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: 1/31/2019

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

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

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

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

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

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/31/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/31/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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

Nurturing Parents Classes

Health Fair

Culminating Science and Social Studies Week Showcase

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. Parents receive on-going communication for students through voluntary "Class Dojo" app. 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

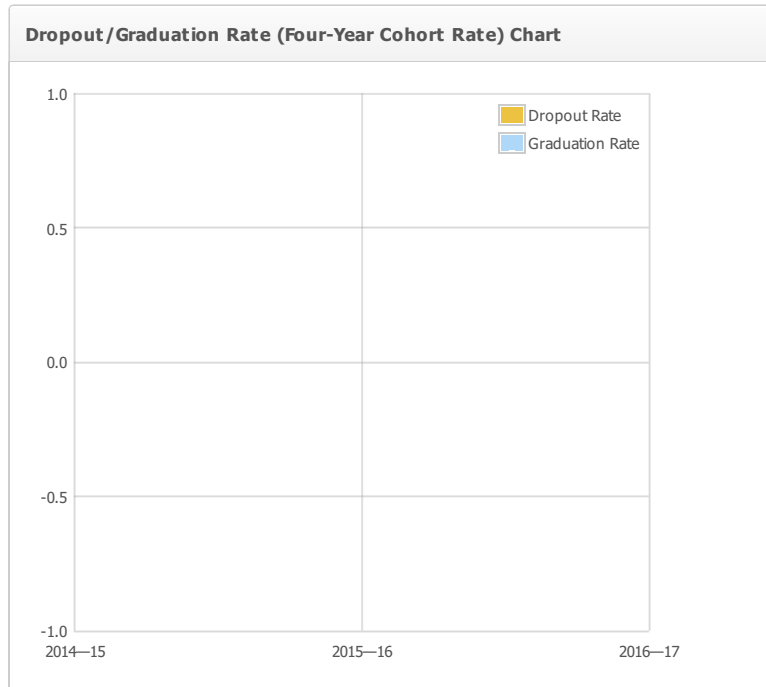
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

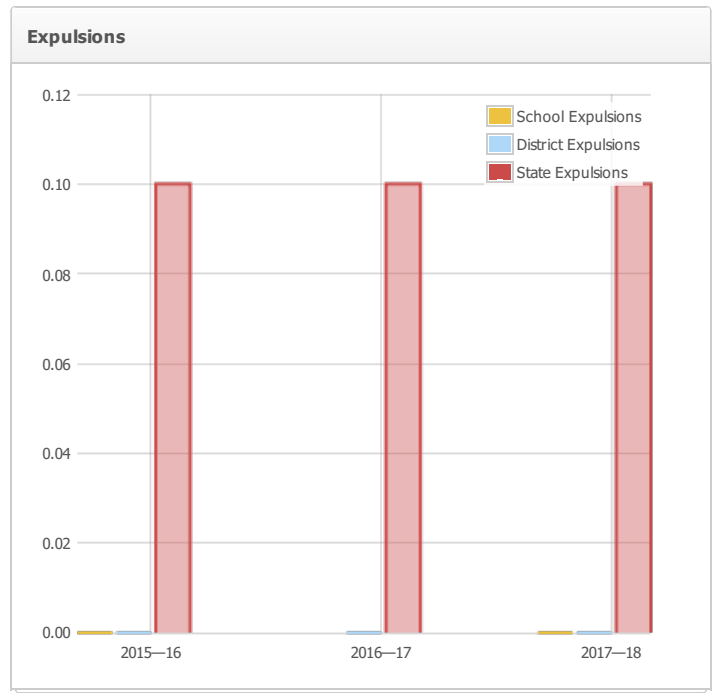
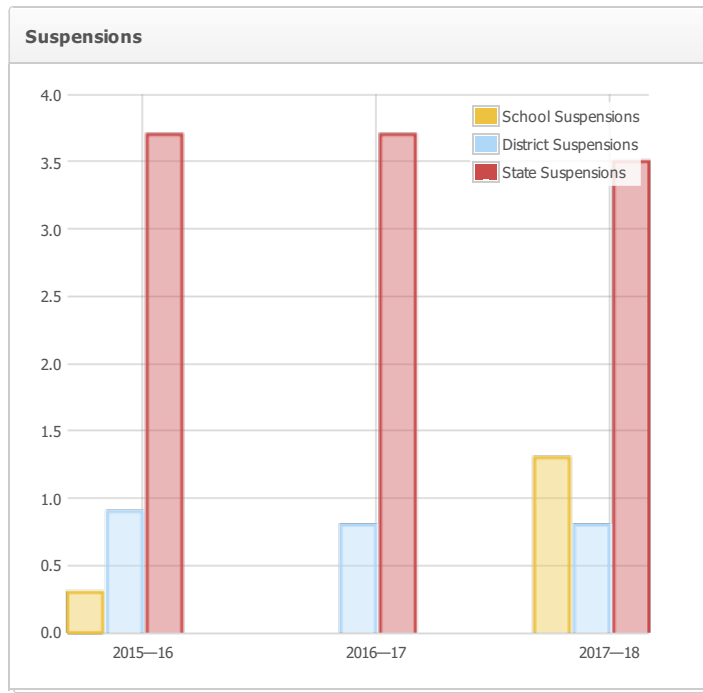
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.3%	--	1.3%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

D. Other SARC Information

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		3	
1	19.0	2	1	
2	20.0	3	1	
3	23.0		2	
4	25.0	1	2	
5	29.0		2	
6				
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	3	
1	21.0	2	1	
2	21.0	1	2	
3	25.0		3	
4	24.0		2	
5	22.0		3	
6				
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	4		
1	19.0	3		
2	23.0	1	2	
3	21.0	2	1	
4	23.0		3	
5	25.0		2	
6				
Other**				

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

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

Last updated: 1/31/2019

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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: 1/31/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)		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: 1/31/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$7543.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

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

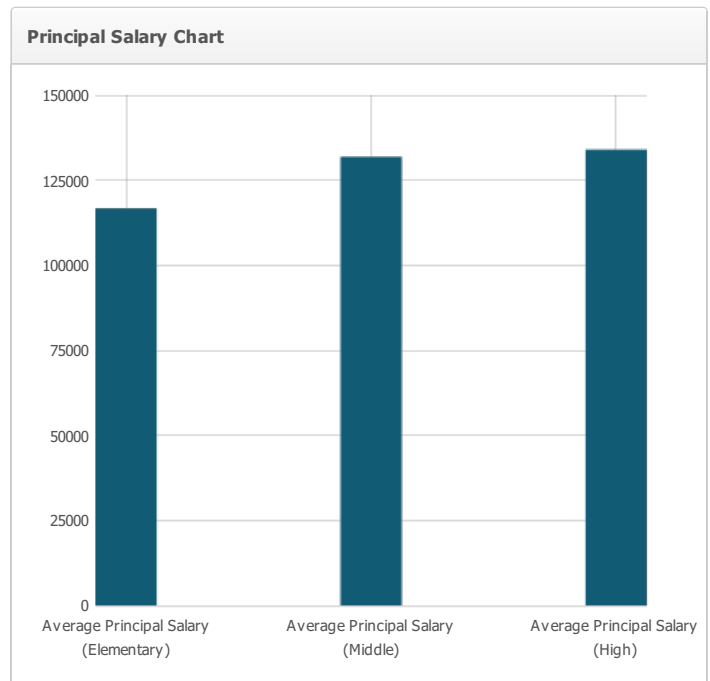
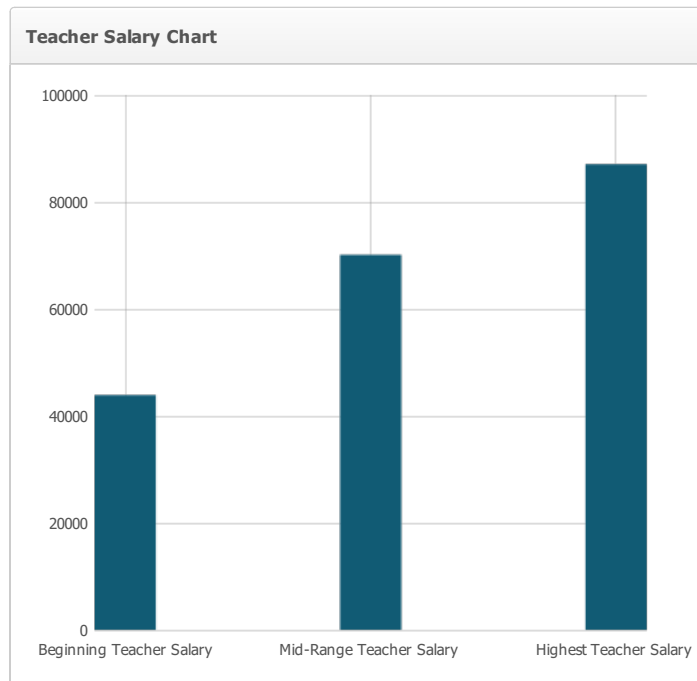
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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: 1/31/2019

Professional Development**Professional development**

Our teachers actively seek opportunities for professional growth to provide effective instructions. Staff development is based on the assessed needs of the school population. Teachers meet with the principal every Tuesday from 2:15-4:00pm. 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 Safety Plan, Pre-Post Assessment data, Bilingual Literacy, Illuminate internal Data Analysis. Teachers participate in professional development including Mathematics, Warm-ups, Word Problems. Inquiring: Units of Study. Teachers also plan by grade level, Common Core, ELD, Next Generation Science Standards, and Social Studies/C3 Standards.

Last updated: 1/31/2019