Mae L Feaster Charter Elementary School

670 Flower Street • Chula Vista, CA 91910 • (619) 422-8397 • Grades K-8
Sarah Motsinger & Stephanie Dominguez, Principal
Sarah.Motsinger@cvesd.org; stephanie.dominguez@cvesd.org
http://schools.cvesd.org/schools/feaster/Pages/default.aspx#.VkJ5j7wYxuU

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Feaster Charter School is a District Partnership charter school, which offers students, families and teachers a unique opportunity to work together to achieve shared goals for student academic and personal success. Our vision is to enrich our students' lives with a rigorous world-class education with an emphasis on Technology and STEM/ VAPA ideals. Feaster Charter School is one of 46 schools in the Chula Vista Elementary School District.

In 1997 in collaboration with teachers, staff, parents and students and with the approval of the Chula Vista Elementary School District Board of Education, Feaster became a charter school. Feaster Charter School currently serves approximately 1,200 students in transitional kindergarten through eighth grade. We also have a state preschool program on our campus. Feaster Charter is a neighborhood school; all of our students live within walking distance of the school.

Vision

At Feaster Charter School, students are at the center of all decision making. We prepare our students to become 21st century learners in a multicultural society by infusing Visual & Performing Arts as well as Science, Technology, Social Studies, Engineering & Mathematics into our daily curriculum and literacy instruction. This integration challenges our students to communicate and think critically, creatively and collaboratively. By introducing the Arts and Sciences we are fostering leadership and reasoning skills, as well as increasing self-esteem at a young age to make a life changing impact. The students who leave Feaster Charter School will be lifelong learners who are on their way to being college and career ready.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	166
Grade 1	142
Grade 2	135
Grade 3	151
Grade 4	162
Grade 5	152
Grade 6	141
Grade 7	101
Grade 8	85
Total Enrollment	1,235

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	2
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.2
White	3.2
Two or More Races	0.2
Socioeconomically Disadvantaged	87.3
English Learners	56
Students with Disabilities	5.8
Foster Youth	0.4

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			
Mae L Feaster Charter Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	45	44	43
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mae L Feaster Charter	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
The Chula Vista Elementary School District follows the state's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Achieve 3000, Scootpad, Springboard, Studies Weekly, Time for Kids, Common Core Ready **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math, Springboard, Common Core Ready **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	TWIGG **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies: Reflections, Kindergarten – Sixth grade (English & Spanish) Adopted Spring 2007, TCI (7th & 8th) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Avenues, K-5 Santillana, 6th grade **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	N/A **Percent of students lacking their own assigned textbook:** N/A
Visual and Performing Arts	N/A **Percent of students lacking their own assigned textbook:** N/A
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Classroom space at Feaster Charter School is adequate to support our school's current enrollment. The District maintains a planned program that ensures routine maintenance functions are performed on a scheduled basis. Five custodial staff performs basic cleaning operations daily. We have a new partnership the the YMCA. They provide before and after school student monitoring activities for a large group of students under their registered program. Our YMCA Program offers after school activities, tutoring, homework club, and a number of other programs for over 200 students. Our campus has had two major dirt areas upgraded to create an park-like feel for teachers, parents and students to use before, during, and after school. Further this helps the diminish dust and allergens that may affect students with asthma. We added a drainage channel to remove the standing water and reduce chances of mosquitos/west nile virus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/23/2017				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			104 CR: rest room wall needs patch and paint ,closet light needs cover, drinking fountain and sink inoperative CR 403: broken ceiling tile CR 801: electrical panel obstructed , paper hanging from ceiling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			301comp lab CR: (7) Elec panel blocked
Electrical: Electrical			X	104 CR: rest room wall needs patch and paint ,closet light needs cover, drinking fountain and sink inoperative 900 Girls: hand dryer inoperative , GFCI outlet will not reset CR 1104: extension cord laying across floor ,electrical panel obstructed CR 1105: switch plate cracked CR 1204: drinking fountain loose ,clutter in front of electrcal panel CR 1205: elctrical panel obstucted CR 1301: plug in freshener CR 1303: electrical panel obstructed CR 303: GFCI elctrical outlet does not reset CR 401: cleaners under sink , extension cord laying across floor CR 402: GFCI electrical outlet does not rest ,pug in air freshener CR 603: electrical panel obstructed CR 604: GFCI outlet will not reset ,cleaners under sink CR 702: drinking fountain stays on ,elecrical panel obstucted ,rear exit door blocked CR 703: electrical panel obstructed CR 704: electrical panel obstructed CR 801: electrical panel obstructed , paper hanging from ceiling CR 902: electrical panel obstucted , light switch cracked CR 903: electrical panel obstructed CR601: electrical panel obstructed CR701: drinkiing fountain knob detached ,electrical panel obstructed ,4 lights out MS CR 1401: electrical panel obstructed MS CR 1405: extension cord laying across floor ,electrical panel obstructed MS CR 1406: Electrical panel obstructed MS CR 1407: extension cord lay across floor , cleaners under sink

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/23/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			104 CR: rest room wall needs patch and paint ,closet light needs cover, drinking fountain and sink inoperative 105 CR: toilet has weak flush CR 1203: drinking fountain knob detached ,loose faucet CR 1204: drinking fountain loose ,clutter in front of electrcal panel CR 702: drinking fountain stays on ,elecrical panel obstucted ,rear exit door blocked CR701: drinkiing fountain knob detached ,electrical panel obstructed ,4 lights out Preschool 106: fountain low
Safety: Fire Safety, Hazardous Materials	X			CR 1002: pencil sharpener loose cover , objects hanging from the ceiling CR 1005: plug in air freshener CR 1302: paper hanging from ceiling ,plug in air freshener CR 401: cleaners under sink , extension cord laying across floor CR 402: GFCI electrical outlet does not rest ,pug in air freshener CR 404: cleaners under sink ,paper objcts hanging from ceiling CR 602: plug in air freshener CR 604: GFCI outlet will not reset ,cleaners under sink CR 702: drinking fountain stays on ,elecrical panel obstucted ,rear exit door blocked MS CR 1404: plug in air freshener MS CR 1407: extension cord lay across floor , cleaners under sink
Structural: Structural Damage, Roofs	X			CR 1004: pencil sharpener missing cover CR 204: shed outside doors in bad shape
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 801: electrical panel obstructed , paper hanging from ceiling
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Work orders were submitted for maintenance and repairs to the district by the Head Custodian
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	44	67	62	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.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	55	53	62	62	48	48
Math	36	35	48	49	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.7	12.7	2.7
7	18.1	21.3	3.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	219	217	99.1	44.2
Male	113	112	99.1	45.5
Female	106	105	99.1	42.9
Hispanic or Latino	199	197	99.0	42.1
Socioeconomically Disadvantaged	193	191	99.0	44.5
English Learners	83	81	97.6	16.1
Students with Disabilities	20	20	100.0	35.0

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

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	790	772	97.72	52.85
Male	415	405	97.59	47.16
Female	375	367	97.87	59.13
Black or African American	21	21	100	42.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	19	95	100
Hispanic or Latino	712	696	97.75	51.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	64
Socioeconomically Disadvantaged	719	703	97.77	51.78
English Learners	507	491	96.84	48.27
Students with Disabilities	45	45	100	8.89
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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	791	783	98.99	35.25
Male	415	411	99.04	33.09
Female	376	372	98.94	37.63
Black or African American	21	21	100	28.57
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100	65
Hispanic or Latino	713	706	99.02	34.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	56
Socioeconomically Disadvantaged	719	713	99.17	34.5
English Learners	508	502	98.82	29.28
Students with Disabilities	47	47	100	4.26
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.

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)
Contact person: Claudia Acuna (Community Liaison)
Contact Person Phone Number: (619) 422-8397

Feaster Charter School recognizes that it is not enough to improve instruction, curricula, or materials. Success depends on support from parents, businesses and community organizations. Thus the Principal and Lead Team identify critical support staff. One such person is the Community Resource Director who encourages parents to become school volunteers and partners in learning. Vehicles for parent and community participation include Feaster Charter Board, English Learners Advisory Committee, and Parent Teacher Organization. An integral part of our governance model is our Charter Board which has a majority of Parents as members. This group is further augmented by local business and civic community leaders who oversee the charter. This group meets regularly with the principal. We encourage parents to visit and become active in our school.

Feaster Charter Board
There are seven members on the Feaster Charter Board. This body has a large representation of parents and staff members. The English Learners Advisory Committee is a non-voting advisory committee to the Feaster Charter Board. Council members take an integral part in monitoring school programs and progress. The Council approves the Student Achievement Plan, reviews, monitors the school budget, implements the charter, and supports the principal and the school.

English Learners Advisory Committee
Feaster has an active English Learners Advisory Committee (ELAC). The purpose of the ELAC is to develop a school plan relating to the Dual Immersion and ELD programs, to conduct a school needs assessment, and to make other parents aware of the importance of regular school attendance.

Parent Teacher Organization
We have a very involved Parent Teacher Organization (PTO). The group has sponsored many projects for the benefit and welfare of our children. These include participation in fund raisers, identifying chaperons for field trips, volunteering in classrooms, school festivals, support of our ASB, and much more.

Family Curriculum Development Program
During the school year we offer a number of classes for parents. English classes/ ILE for Parents and Zumba Fitness classes are offered to parents in our community. Grade levels regularly host Family Reading, Writing and Math Nights, and specials teachers offer classes within they curricular specialty in three week increments; such as art, science, dance, music, computer technology, and engineering and design.

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.

School Safety Plan
Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, a program directed toward gang suppression, and a Peace & School Safety Patrol. We have programs designed as an intervention to at risk students with attendance and tardy problems. We also focus on character education, this year's program will also include "No Place For Hate", an anti-bullying student awareness program. The School Site Council approved the School Safety Plan on November 15, 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.9	2.3	0.7
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	1
Average Number of Students per Staff Member	
Academic Counselor	200

* 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.

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			**Number of Classrooms***								
Grade				**1-20**			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	20	20	21	4	6	2	4	2	6			
1	24	23	24				6	6	6			
2	24	23	23				6	6	6			
3	22	24	25	1			6	7	6			
4	27	31	27				5	5	6			
5	29	28	30				5	5	5			
6	29	25	20			1	5	6	6			

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

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Site Plan. Staff development topics for 2017-2018 included:

On going Benchmark and Local Measure data analysis in student assessments, detailed analysis of how individual students performed in identified classrooms, focusing on the standards, and productive group work. Additionally our on site coaches provided training in their respective areas of expertise (Science, ELD, Math, Reading, Writing, Social Studies) through curriculum demonstrations and fairs conducted throughout the year. Additional staff development was provided in the Gradual Release of Responsibility model of instruction, as well as training in Reading Fluency instruction, the ELA standards and focused revision writing strategies.

Throughout the year, we offer several professional development opportunities. The trainings include teachers, instructional aides, and other staff members. The focus of each professional development opportunity varies but has the common thread of preparing for common core especially in the area of writing and math. Further, staff has been provided in training in Classroom Management, Trauma Informed Practices and a variety of Social & Emotional Learning topics.

Some topics that we have worked on this school year include:
- Classroom Management
- Writing & Writers' Workshop
- Character Strengths/SEL
- Trauma informed Practices
- VAPA/STEM Integration
- GLAD

Much of our training has been in the area of technology and its integration into the core curriculum grades K-8th.

This year, we have had several days of professional development in addition to weekly Thursday staff in-services and consultations by specialist n collaboration time. In addition to the training provided by the district we have provided our staff with the following professional development: GLAD, Common Core Writing and Writers' workshop, Close Reading, Common Core Math/ conceptual math, New Generation Science Standards, Technology in the Classroom, ELD Standards, Classroom management and discipline.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,549.15	$730.30	$7,818.86	$79,879.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-4.6	-4.6
Percent Difference: School Site/ State			17.5	-8.8

* Cells with ♦ do not require data.

Types of Services Funded
Feaster Charter School provides services to students and support to teachers over and above what can normally be funded at a regular public school. Our funds are used to hire Art, Music, Dance, Science, Technology, Engineering and PE teachers who impact the entire school from Kinder to Eighth Grade. We have two literacy teacher coaches who provide staff development, coaching, small groups and one-on-one tutoring throughout the school day.

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

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