

Feaster Charter



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>

2018-19 School Accountability Report Card Published During the 2019-20 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

**Deputy 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 <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	178
Grade 1	134
Grade 2	138
Grade 3	140
Grade 4	135
Grade 5	144
Grade 6	153
Grade 7	97
Grade 8	84
Total Enrollment	1,203

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	2.1
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	0.1
White	4.2
Two or More Races	0.1
Socioeconomically Disadvantaged	89.6
English Learners	58.6
Students with Disabilities	6.5
Foster Youth	0.2
Homeless	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 for Mae L Feaster Charter	17-18	18-19	19-20
With Full Credential	43	44	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	◆	◆	1261
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at Mae L Feaster Charter Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe, Achieve 3000, Springboard, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Amplify 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%

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: 10/7/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	500 Girls RR: Holes in wall CR 1003: Hole and loose ceiling tile CR 1004: pencil sharpener missing cover; broken tile/floor sink area CR 1101: loose ceiling tile; 1 air fresheners; 1 diffuser CR 1201: 2 air fresheners; 1 diffuser; pencil sharpener missing cover CR 1203: drinking fountain knob detached ,loose faucet; drinking fountain low pressure CR 1204: Pencil sharpener cover missing CR 1205: Loose ceiling tiles CR 1206: 1 air freshener; carpet stains; 1 diffuser CR 302: Small hole in ceiling tile CR 403: broken ceiling tile; drinking fountain low pressure CR 702: Speaker missing top of pull down screen CR 902: Pencil sharpener missing cover CR 903: electrical panel obstructed; ceiling tiles peeling north side of building CR701: Carpet stains Health office: broken ceiling tile MS CR 1405: extension cord laying across floor; few carpet stains; air freshener
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	104 CR: Closet light needs cover; bathroom light stained 900 Girls: hand dryer inoperative , GFCI outlet will not reset CR 1001: Missing outlet cover CR 1207: Wall outlet broken/loose; diffuser plugged in CR 1301: plug in freshener; walls stained girls and boys RR CR 1303: Outlet plug pulled out of wall - still in use CR 903: electrical panel obstructed; ceiling tiles peeling north side of building CR 904: Christmas lights inside around window MS CR 1405: extension cord laying across floor; few carpet stains; air freshener MS CR 1407: extension cord lay across floor , cleaners under sink Preschool 106: Internet cable bent connector (blue)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	105 CR: Paint peeling in 1st bathroom 1400 Staff RR: Loose toilet seat 500 Boys RR: Loose sink faucet knob CR 1002: pencil sharpener loose cover , objects hanging from the ceiling; drinking fountain low pressure; air freshener CR 1203: drinking fountain knob detached ,loose faucet; drinking fountain low pressure CR 201: Drinking fountain not working CR 202: Drinking fountain very low pressure and leaks CR 204: shed outside doors in bad shape; drinking fountain low pressure CR 303: Drinking fountain low pressure CR 304: Drinking fountain low pressure CR 402: Drinking fountain low pressure CR 403: broken ceiling tile; drinking fountain low pressure CR 404: Drinking fountain knob loose CR 603: Drinking fountain knob loose CR 801: Drinking fountain not working Main playground: Drinking fountain clogged; small stairs east side of playtoy, screw coming loose from handrail Preschool 107: Little drinking fountain low pressure; cabinet drawer not cloing properly/door missing handle

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	CR 1002: pencil sharpener loose cover , objects hanging from the ceiling; drinking fountain low pressure; air freshener CR 1005: plug in air freshener; data cable broken/plugged in; 1 diffuser; loose ceiling tiles CR 1101: loose ceiling tile; 1 air fresheners; 1 diffuser CR 1103: 1 diffuser CR 1201: 2 air fresheners; 1 diffuser; pencil sharpener missing cover CR 1202: Households under sink CR 1206: 1 air freshener; carpet stains; 1 diffuser CR 1207: Wall outlet broken/loose; diffuser plugged in CR 404: Drinking fountain knob loose CR 703: Air freshener CR 704: Drinking fountain low pressure; 2 plug in air fresheners; households under sink CR 901: Households under sink MS CR 1405: extension cord laying across floor; few carpet stains; air freshener MS CR 1407: extension cord lay across floor , cleaners under sink MS CR 1408: 3 air fresheners
Structural: Structural Damage, Roofs	Good	CR 1004: pencil sharpener missing cover; broken tile/floor sink area CR 204: shed outside doors in bad shape; drinking fountain low pressure Kitchen: Hole in wall west side by door entrance
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Multi-purpose: Blind slats missing north side
Overall Rating	Good	Work orders were submitted for maintenance and repairs to the district by the Head Custodian

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	55	65	64	50	50
Math	39	45	51	51	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.3	13.6	6.4
7	21.1	16.8	21.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	737	708	96.07	54.88
Male	374	361	96.52	50.56
Female	363	347	95.59	59.37
Black or African American	16	16	100.00	62.50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100.00	64.71
Hispanic or Latino	663	634	95.63	54.34
White	30	30	100.00	63.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	668	642	96.11	53.51
English Learners	501	474	94.61	49.47
Students with Disabilities	50	49	98.00	14.29
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	737	727	98.64	45.39
Male	374	370	98.93	46.76
Female	363	357	98.35	43.98
Black or African American	16	16	100.00	37.50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100.00	76.47
Hispanic or Latino	663	653	98.49	43.95
White	30	30	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	668	659	98.65	44.01
English Learners	501	493	98.40	40.97
Students with Disabilities	50	49	98.00	10.20
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 their 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 lessons from Sanford Harmony, a curriculum for Social and Emotional Learning. The School Site Council approved the School Safety Plan on October 16, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	2.0	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1093.6

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	7.6
Other	1.0

* 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	6		21	2	6		22	1	7	
1	24		6		23		6		22		6	
2	23		6		23		6		23		6	
3	25		6		24		6		23		6	
4	27		6		27		5		27		5	
5	30		5		30		5		29		5	
6	20	1	6		26	1	6		26		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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	15

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 2018-2019 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
- Designated ELD
- Small Group Instruction
- Learning Intentions & Success Criteria
- Writing & Writers' Workshop
- Character Strengths/SEL
- Trauma informed Practices

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

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 <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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,549.15	\$730.30	\$7,818.86	\$79,879.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.6	-4.6
School Site/ State	17.5	-8.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.