Fred Ekstrand Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

DataQuest

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

Internet Access

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

Ms. Lucinda Newton, Principal

Principal, Fred Ekstrand Elementary

About Our School

Ekstrand is a School-wide Title I and received California Distinguished School in 2013. There are approximately 480 students from the downtown area as well as many from outside the San Dimas boundaries. The students here come from a variety of mixed backgrounds and speak approximately 12 different languages at home, with Spanish being the dominant home language. Ekstrand provides academic interventions through the RtI process to all students not meeting grade level standards. This is provided through grade-level data meetings to identify students for interventions classes using brain-researched curriculum to assist the student in annual growth. Once students are identified they are provided additional instruction in small groups, and individual tutoring provided by well-trained instructional aides and teachers. Curriculums implemented are: Read Naturally Program, SIPPS, Distar and Language! for 4th/5th grade. In addition, we provide after-school Basic Mathematics Interventions for 4th and 5th grades. Ekstrand has continued to use Riverdeep, a comprehensive and multi-level math software program in our computer lab, Accelerated Reading and Ticket 2 Read. We offer clubs at school such as technology, Mindcraft, and track.

The school has one, 34-station computer lab with an adjoining Library that also provides four internet accessible research stations. All students receive instruction in choral music on a weekly basis as well as P.E.
The Head Start Program located on the north side of our campus is in its fourth year of operation. We continue to benefit from the partnership which has been developed with them.

Contact

Fred Ekstrand Elementary
400 North Walnut Ave.
San Dimas, CA 91773-1437

Phone: 909-971-8203
E-mail: newton@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Christina Goennier
E-mail Address	goennier@bonita.k12.ca.us
Web Site	www.bonita.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Fred Ekstrand Elementary
Street	400 North Walnut Ave.
City, State, Zip	San Dimas, Ca, 91773-1437
Phone Number	909-971-8203
Principal	Ms. Lucinda Newton, Principal
E-mail Address	newton@bonita.k12.ca.us
Web Site	http://home.ekstrand.us/
County-District-School (CDS) Code	19643296011803

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

Ekstrand is one of thirteen schools in the Bonita Unified School District. We are nestled in a quiet neighborhood in San Dimas, just north of the city's library. Our total population of 480 students fill our 19 regular education classrooms; 2 Transitional Kindergarten; Spring Transitional Kindergartens; 1 Specialized Academic Instruction classroom; as well as an Intervention lab that offers small group and one-on-one instruction to assist those students who are struggling academically in core areas of learning. In grades 4th and 5th math tutoring is offered 3 days a week and helmed by teachers whose passion is to see our students thrive and succeed. Ekstrand offers a stellar GATE program that supports extra academic stimulation and activities. We are proud that our campus also includes:

* A district nurse, a full-time health clerk, speech pathologists, and a part-time psychologist and counselor.
* A free and reduced lunch and transportation program to help those struggling families in need a helping hand.
* Modernized classrooms containing overhead projector systems, document cameras, interactive SMART white boards, sound systems, student computer stations and wireless internet capabilities.
* A fully stocked library with the most current and popular titles in children's literature and an adjoining computer lab boasting fun and educational programs for all grade levels.
* A fully functional Title I lab that provides additional, supplemental resources to enable students to perform at or above grade level proficiency.
* A PTA that supports our campus with family and community events, classroom volunteers and fundraisers that benefit all of Ekstrand's students with classroom materials, field trips and technological upgrades.

Mission

Ekstrand Elementary's mission is to provide a learning community that is rich in encouragement, support and high expectations for academic success. We work to strengthen our intellectual, social, emotional and physical skills, while becoming lifelong learners.
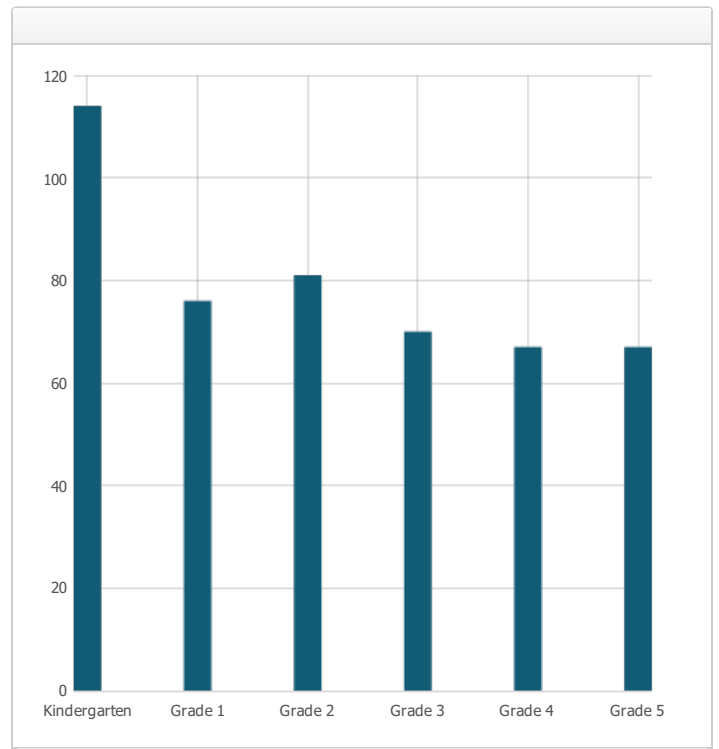
Vision

Ninety percent of Ekstrand students are reading at or above their grade level to successfully reach their academic potential and life goals.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	114
Grade 1	76
Grade 2	81
Grade 3	70
Grade 4	67
Grade 5	67
Total Enrollment	475

Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.7 %
American Indian or Alaska Native	0.4 %
Asian	5.3 %
Filipino	1.7 %
Hispanic or Latino	60.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	18.9 %
Two or More Races	4.4 %
Other	2.6 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.4 %
English Learners	14.3 %
Students with Disabilities	6.1 %
Foster Youth	1.7 %

Last updated: 1/17/2017

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	20	21	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26
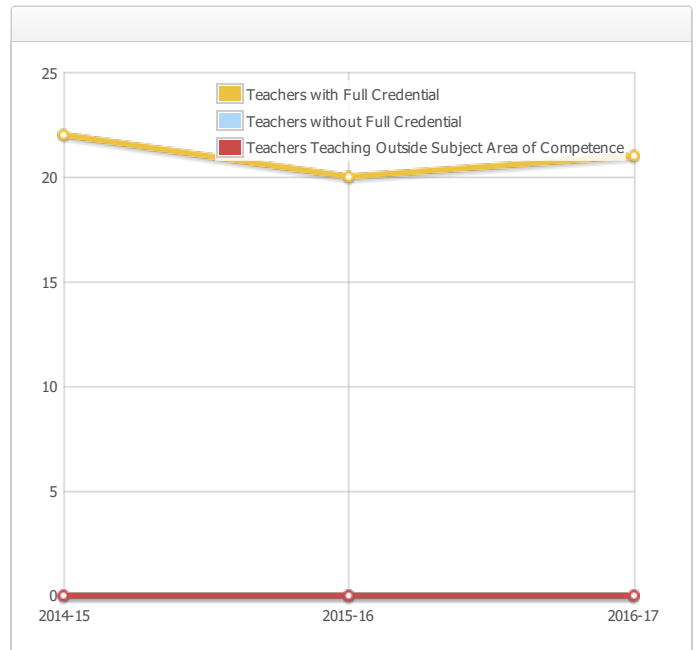
Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
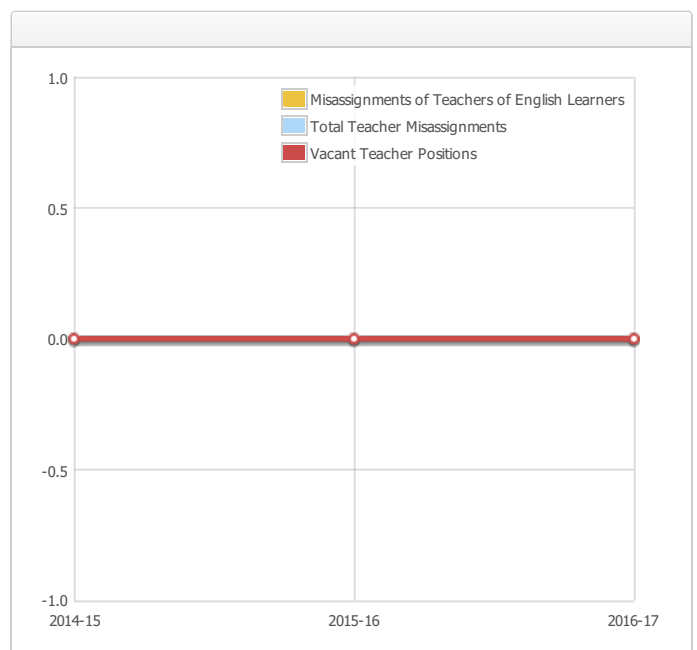
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Kindergarten – Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2013 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Our Student Council partnered with our District and completed a block wall with the California Distinguished School imprinted on the wall. In addition the District provided two new rod-iron gates on both sides of the wall. We also completed our 4 year rotation to ensure all teachers have a current desktop PC in their classroom. We will continue to upgrade computers campus wide and include iPads and Google Chrome Books in our classroom purchases.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New flooring being installed in the boys & girls portable restroom, over Christmas break.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New ADA access being installed at south access gate.

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

Last updated: 1/17/2017

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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	42.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	27.0%	27.0%	45.0%	48.0%	34.0%	36.0%

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

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.2%	41.4%
Male	32	30	93.8%	33.3%
Female	40	40	100.0%	47.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.4%	35.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	35.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	64	98.5%	34.4%
Male	31	30	96.8%	30.0%
Female	34	34	100.0%	38.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	27.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	10	90.9%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.0%	35.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	67	97.1%	50.8%
Male	33	31	93.9%	35.5%
Female	36	36	100.0%	63.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	43.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.8%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.4%	43.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	69	97.2%	45.6%
Male	32	30	93.8%	40.0%
Female	39	39	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3%	34.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.2%	38.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	65	100.0%	13.9%
Male	31	31	100.0%	12.9%
Female	34	34	100.0%	14.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.0%	12.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	67	97.1%	21.2%
Male	33	31	93.9%	25.8%
Female	36	36	100.0%	17.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	12.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	15	93.8%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.4%	22.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/17/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84.0%	75.0%	76.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/17/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	69	67	97.1%	76.1%
Male	33	31	93.9%	74.2%
Female	36	36	100.0%	77.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	71.8%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	16	15	93.8%	93.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.4%	68.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

Last updated: 1/17/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.4%	14.9%	35.8%

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: 1/17/2017

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 2016-17)

Ekstrand is fortunate to have a PTA that continues to be a growing source of support and an active partner in the overall school program. They provide a variety of activities and events for our students and have gained the confidence of our teaching staff as well as the surrounding community of San Dimas. They have been key in the planning of our Emergency Preparedness activities and acquisition of supplies. They are committed to annual gifts to the school through fundraising. The PTA has truly become a strong and committed partner with the school. Their influence on the rest of our parents has engendered a spirit of volunteerism and pride.

Ekstrand has an active and astute group of parents who are part of the School Site Council. The council's recommendations have helped us in several ways which include communication with our community at large, the enhancement of our GATE program and the inclusion of orientation/transitional procedures and materials for students in preparation for the following year. They also are active in creating a safe campus and will be implementing CDE's Safe School Model planning guide.

Parents continue to participate throughout the school year at all grade levels by assisting in the classrooms. Many assist with fieldtrips and special events such as Book Fairs, assemblies, and Family Feast. Parents are always welcome to our campus and the PTA has recruited many for special projects during holiday seasons, which have been quite effective in promoting an attitude of charity and involvement.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.2	2.0	1.9	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

Suspensions

Expulsions
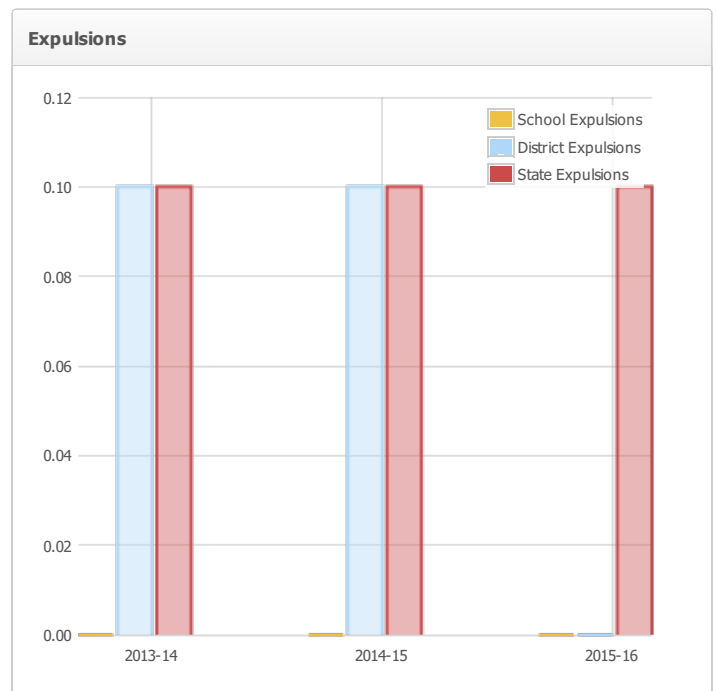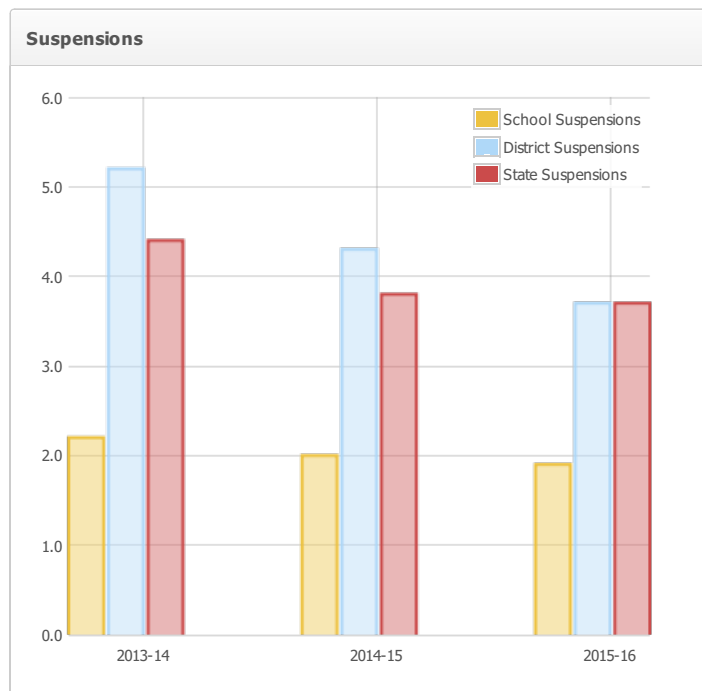
Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Ekstrand School provides a safe, secure, and well-supervised environment for learning. The site disaster plan was completely rewritten in the fall of 2011 and is compliant with district regulations. Drills are practiced monthly and supply inventories are carried out regularly. School Site Council and PTA are kept informed in regards to our safety plan and as we implement a safe school model for 2015-2016.

Last updated: 1/17/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	23.0	1	4	0	22.0	2	3	0	25.0	0	3	0
1	23.0	0	3	0	22.0	1	2	0	25.0	2	2	0
2	23.0	0	3	0	21.0	2	2	0	21.0	1	3	0
3	23.0	0	3	0	23.0	0	3	0	24.0	0	3	0
4	32.0	0	1	1	33.0	0	1	1	33.0	0	1	1
5	35.0	0	0	2	31.0	0	1	1	34.0	0	1	1
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	21.0	2	2	0

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

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other	1.8	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/3/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5232.3	$184.7	$5047.6	$88567.7
District	N/A	N/A	$6747.8	$77644.2
Percent Difference – School Site and District	--	--	-25.2%	18.9%
State	N/A	N/A	$5677.0	$71517.0
Percent Difference – School Site and State	--	--	-11.1%	23.8%

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

Last updated: 2/1/2017

## Types of Services Funded (Fiscal Year 2015-16)

Services meeting categorical program requirements are provided to students via special education, Title I, Title II, GATE, SIP, EIA, SILBG, Program Enhancement, and Hourly intervention program funds.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,871	$43,821
Mid-Range Teacher Salary	$71,947	$69,131
Highest Teacher Salary	$90,681	$89,259
Average Principal Salary (Elementary)	$107,856	$108,566
Average Principal Salary (Middle)	$114,588	$115,375
Average Principal Salary (High)	$124,716	$125,650
Superintendent Salary	$288,084	$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
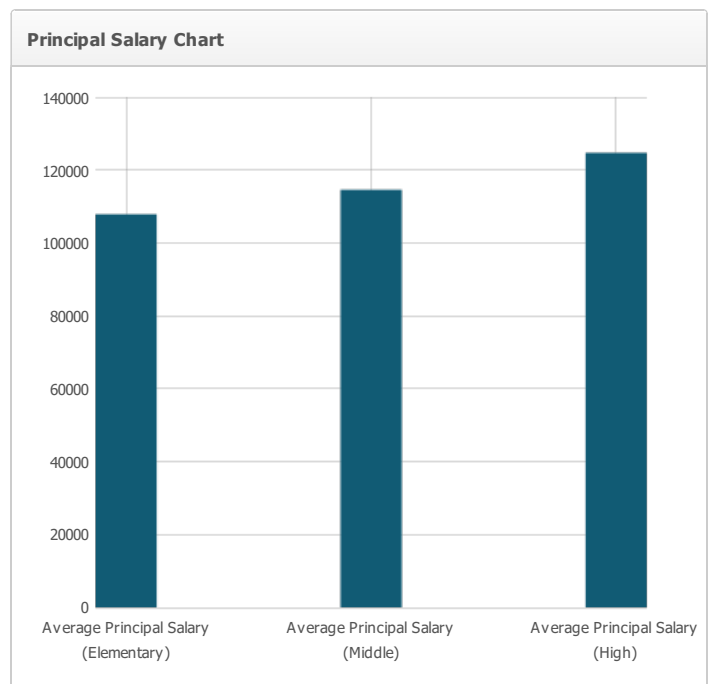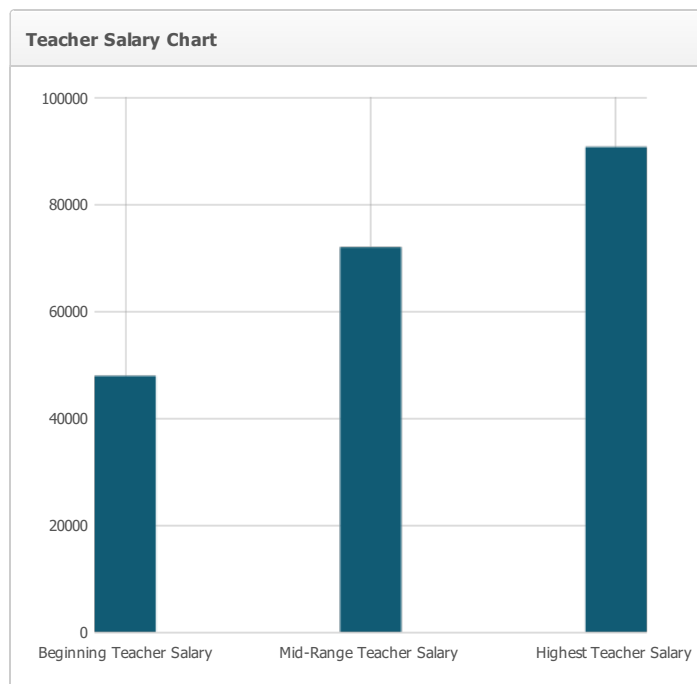
Last updated: 1/19/2017

Professional Development

Teachers attend numerous trainings throughout the year. Our eight-hour District staff development days are focused on specific curricular areas and how to match instruction with Common Core State Standards (CCSS). Teachers also attend additional training in curricular focus groups in English Language Arts, Mathematics, and Science. Additional District buyback days concentrate on grade level specifics and teaching strategies. Current training initiatives include training staff on the following:

Step Up to Writing—A school wide writing system focused on teaching tools for teaching writing.

SIPPS—Intervention Strategies that teach Systematic Instruction in Phoneme Awareness for reading instruction.

Standards score—A grade book software program.

Illuminate—An assessment program that organizes assessment data results.

Accelerated Reader — creates a way to make essential reading practice more effective for every student.

Language! —A "core replacement" intensive intervention reading program from the state adopted textbook list.

Passport – An intensive intervention reading program for students in kindergarten through 3rd grade.

Last updated: 1/17/2017