

Benjamin Foxen Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

DataQuest

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

Internet Access

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



Doug Brown

Principal, Benjamin Foxen Elementary

About Our School

Welcome to Benjamin Foxen Elementary! This School Accountability Report Card (SARC) highlights our current achievements and outlines our plans for improvement. We are committed to provide a quality education to meet the needs of our diverse population. All stakeholders are encouraged to be involved in the school's vision going forward.

Benjamin Foxen Elementary prides itself in offering a rigorous academic program as well as a safe environment in which children can thrive. We continue to update our facilities and look for ways to showcase our great school. Our highly qualified teachers do an outstanding job of bringing out the best in all students attending Benjamin Foxen.

We extend our thanks to the families, the community, and our business partners for the support of our programs and we invite their continued involvement.

Contact

Benjamin Foxen Elementary
4949 Foxen Canyon Rd.
Santa Maria, CA 93454

Phone: 805-937-1148
E-mail: dbrown@bbchmanusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Superintendent	Doug Brown
E-mail Address	dbrown@blochmanusd.org
Web Site	http://blochmanusd.org

School Contact Information (School Year 2017-18)	
School Name	Benjamin Foxen Elementary
Street	4949 Foxen Canyon Rd.
City, State, Zip	Santa Maria, Ca, 93454
Phone Number	805-937-1148
Principal	Doug Brown
E-mail Address	dbrown@blochmanusd.org
Web Site	http://www.sbceportal.org/blochman/
County-District-School (CDS) Code	42691126045264

Last updated: 1/3/2018

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

The Blochman Union School District is a one school district that encompasses the unincorporated towns of Sisquoc, Garey and Tepusquet. The district's only school, Benjamin Foxen Elementary, is a K-8 school with 197 students located in the Santa Maria Valley of Santa Barbara County. In addition, Blochman sponsors two charter schools, Family Partnership Charter School (K-12) and Trivium Charter School (K-12). Both charter schools are independent study schools serving students in Santa Barbara and San Luis Obispo Counties.

After 8th grade promotion, students attend the Santa Maria Joint Union High School District. Local industries include farming, oil production, rock/sand/gravel production and vineyards/wine production. There are two universities and three community colleges located within a 65-mile radius of the District.

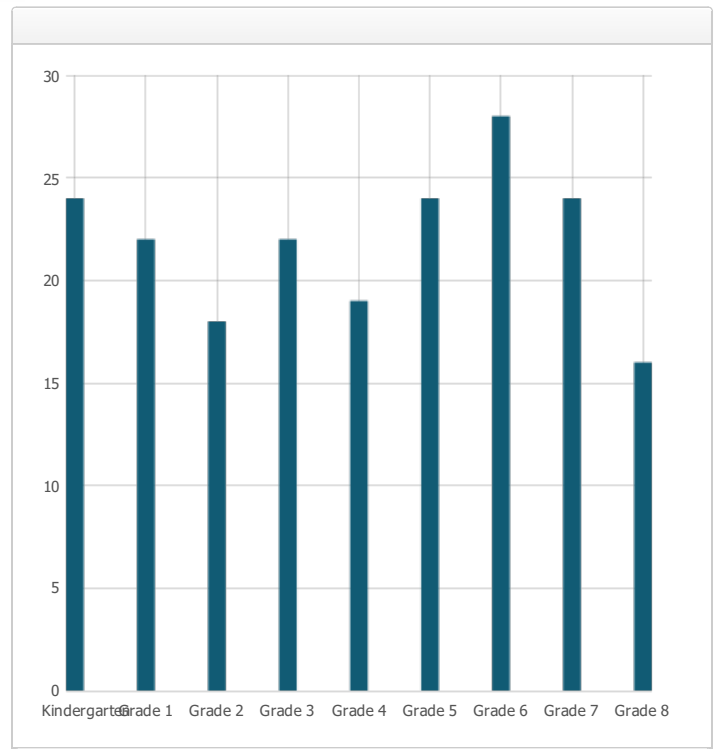
As a Direct Services school, Santa Barbara County provides the specialized services of a school psychologist and a school nurse. The services are dependent on the number of students who qualify, but on average 15 hours per week of services are provided by county staff members.

The mission of the Blochman Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence and comprehensive programs which empower children to reach their fullest potential as responsible citizens in a continuously changing world.

Last updated: 1/4/2018

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	22
Grade 2	18
Grade 3	22
Grade 4	19
Grade 5	24
Grade 6	28
Grade 7	24
Grade 8	16
Total Enrollment	197



Last updated: 1/3/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	2.5 %
Asian	1.0 %
Filipino	0.0 %
Hispanic or Latino	49.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	42.6 %
Two or More Races	2.5 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	58.9 %
English Learners	13.7 %
Students with Disabilities	12.2 %
Foster Youth	0.0 %

Last updated: 1/3/2018

A. Conditions of Learning

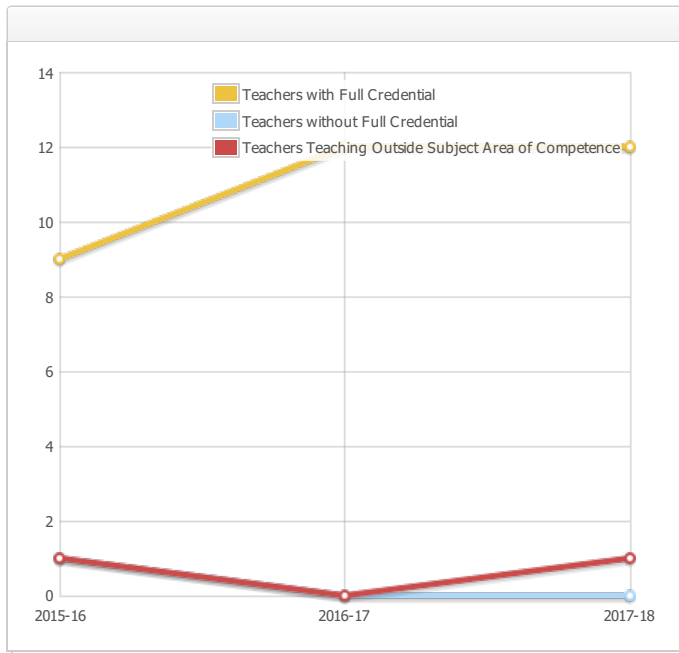
State Priority: Basic

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

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

Teacher Credentials

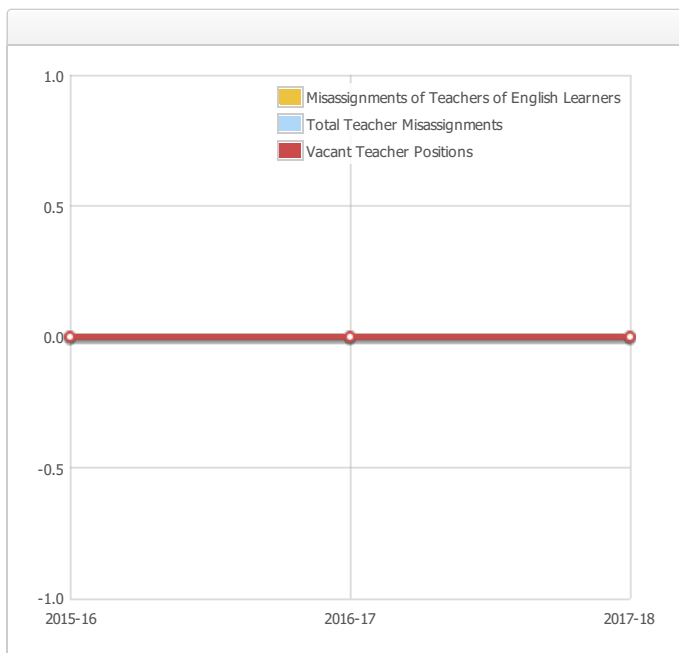
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	12	12	98
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	1	1



Last updated: 1/19/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/3/2018

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

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K – 5: <i>Journeys</i> (Houghton Mifflin) Grades 6 – 8: <i>Collections</i> (Houghton Mifflin)	Yes	0.0 %
Mathematics	Grade K – 5: <i>My Math</i> (McGraw-Hill) Grade 6: <i>Big Ideas Math, Course One</i> (Big Ideas Learning) Grade 7: <i>Big Ideas Math, Course Two</i> (Big Ideas Learning) Grade 8: <i>Big Ideas Math, Course Three</i> (Big Ideas Learning)	Yes	0.0 %
Science	Grades 1 – 6: <i>Science</i> (Harcourt) Grade 7: <i>Investigations</i> (Prentice Hall) Grade 8: <i>Adventures</i> (Prentice Hall)	Yes	0.0 %
History-Social Science	Grade 1: <i>Reflections a Child's View</i> (Harcourt) Grade 2: <i>Reflections People We Know</i> (Harcourt) Grade 3: <i>Reflections Our Communities</i> (Harcourt) Grade 4: <i>Reflections California a Changing State</i> (Harcourt) Grade 5: <i>Reflections The United States, Making a New Nation</i> (Harcourt) Grade 6: <i>Reflections Ancient Civilizations</i> (Harcourt) Grade 7: <i>Medieval and Early Modern Times</i> (Glenco) Grade 8: <i>Discovering Our Past The American Journey</i> (Glenco)	Yes	0.0 %
Foreign Language	Spanish instruction is provided on a class-by-class basis.		0.0 %
Health	Grade 8: <i>Sexual Health Education for America's Youth</i> (Positive Prevention Plus) Teachers in other grades incorporate state-approved health-related supplemental instructional materials into the classroom curriculum.	Yes	0.0 %
Visual and Performing Arts	The District contracts with Coehlo Music to provide music instruction to all students.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2018

School Facility Conditions and Planned Improvements

Benjamin Foxen School provides a safe, clean environment for student, staff and volunteers. School facilities were built in 1951 and span 11 acres. The buildings consist of 11 classrooms, an office, multi-purpose room/cafeteria, library and a bus barn. Two portable classrooms were added in 2015. Benjamin Foxen School is a community resource. The facilities are used by 4-H and several other organizations.

Our facilities and campus safety are supported by classified staff including two maintenance workers, a cafeteria coordinator and head cook, a school secretary, an accounting assistant, a library assistant and a business manager. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained at a level that provides for a good learning environment.

The District complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The District's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held regularly.

Repairs necessary to keep the school in good repair and working order are completed in a timely manner. Blochman Union School District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Last updated: 1/3/2018

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/3/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	43%	55%	53%	58%	48%	48%
Mathematics (grades 3-8 and 11)	34%	37%	30%	33%	36%	37%

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

Last updated: 1/3/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	127	122	96.06%	54.92%
Male	58	57	98.28%	61.40%
Female	69	65	94.20%	49.23%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	55	53	96.36%	43.40%
Native Hawaiian or Pacific Islander				
White	63	60	95.24%	63.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	76	74	97.37%	48.65%
English Learners	16	15	93.75%	26.67%
Students with Disabilities	20	19	95.00%	21.05%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	127	122	96.06%	36.89%
Male	58	57	98.28%	43.86%
Female	69	65	94.20%	30.77%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	55	53	96.36%	20.75%
Native Hawaiian or Pacific Islander				
White	63	60	95.24%	50.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	76	74	97.37%	20.27%
English Learners	16	15	93.75%	--
Students with Disabilities	20	19	95.00%	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	26.0%	40.0%	26.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/3/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	16.7%	20.8%	20.8%
7	25.0%	16.7%	8.3%

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: 1/3/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the education program at Benjamin Foxen Elementary. Parents are encouraged to work closely with the school in a variety of classroom volunteer positions.

The School Site Council (SSC) is made up of parents and staff who are responsible for the development of the school's School Improvement Plan. Parents are kept current with their student's progress through parent teacher conferences that are scheduled twice a year and supported by mini-conferences throughout the year.

The Local Control Accountability Plan Committee (LCAP) is actively involved in helping the District formulate and implement goals and plans.

The school welcomes parents to become active members on one or more of the many committees and councils as well as attending the school board meetings to stay informed of district and school issues.

State Priority: Pupil Engagement

Last updated: 1/3/2018

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

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

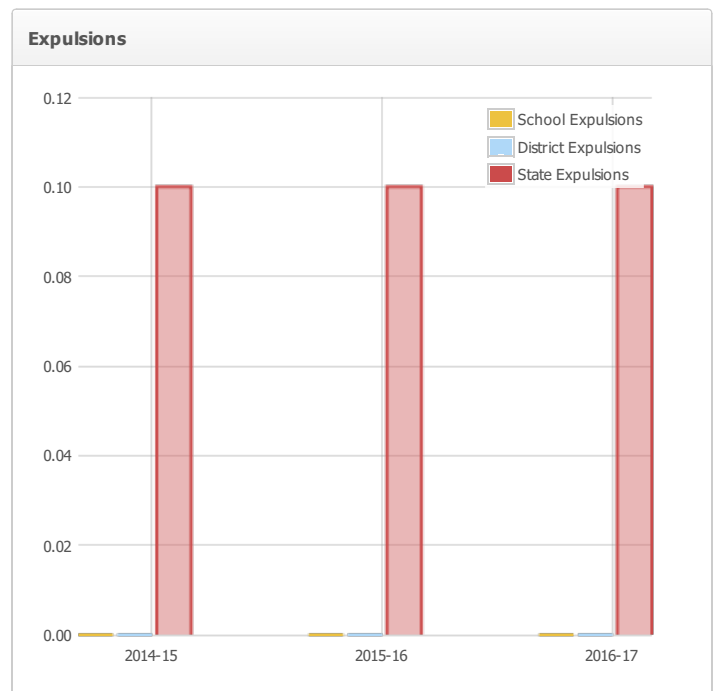
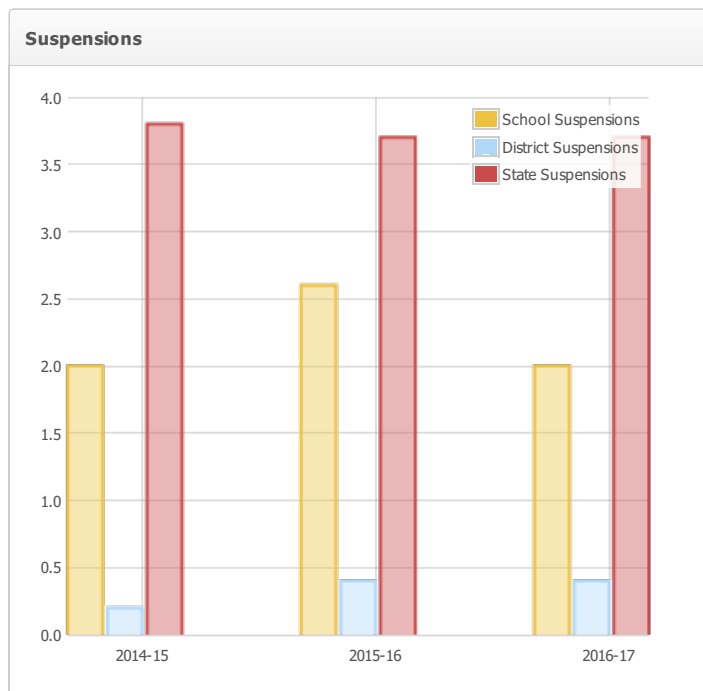
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0%	2.6%	2.0%	0.2%	0.4%	0.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/3/2018

School Safety Plan (School Year 2017-18)

Benjamin Foxen School District Administrators have the task and responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood or an act of terrorism. Developing emergency operations plans and training staff in emergency response procedures is required by law. The safety of students and staff is a primary concern of Benjamin Foxen School. The school complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and earthquake drills are conducted on a regular basis throughout the school year. The campus is closed and adult supervision is provided before school, after school and during recesses.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting, procedures, teacher notification of dangerous pupil procedures and disaster response procedures. Benjamin Foxen School reviews the plan annually and updates it as needed. The plan was last reviewed by the Board of Education in August of 2017. A copy of the safety plan is available to the public at the school office.

Every classroom has a fire extinguisher and the cafeteria has 4 fire extinguishers. There is an electrical room that can turn off all electricity to the school. The telephone panel is also in this room. The fenced in area next to the black top is the water for the township of Sisquoc. It is owned by Golden State Water.

The Superintendent/Principal is the designated Incident Commander. All certificated staff members are to stay with their students, classified staff members are given specific job duties to perform in the case of an emergency, e.g. first aid supplies, transportation, safety/security officer, operations section chief, search and rescue team leader, medical team leader, student release team leader, planning section chief, logistics section chief, supplies/ facilities unit, finance/administration section unit chief and recordkeeping unit.

Last updated: 1/4/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/3/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	1	0	0	19.0	1	0	0	24.0	0	1	0
1	15.0	1	0	0	17.0	1	0	0	22.0	0	1	0
2	12.0	1	0	0	22.0	0	1	0	18.0	1	0	0
3	19.0	1	0	0	16.0	1	0	0	22.0	0	1	0
4	23.0	0	1	0	23.0	0	1	0	19.0	1	0	0
5	0.0	0	0	0	25.0	0	1	0	24.0	0	1	0
6	24.0	0	1	0	0.0	0	0	0	28.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/3/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10707.9	\$1246.3	\$9461.6	\$55081.0
District	N/A	N/A	\$7320.7	\$55081.0
Percent Difference – School Site and District	N/A	N/A	25.5%	0.0%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	36.0%	-11.7%

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

Last updated: 1/19/2018

Types of Services Funded (Fiscal Year 2016-17)

Benjamin Foxen Elementary School has a number of approaches to support students. The staff has a Student Success Team (SST). When a student is exhibiting academic or social distress, the SST meets with the student and parents to develop a plan to ensure success.

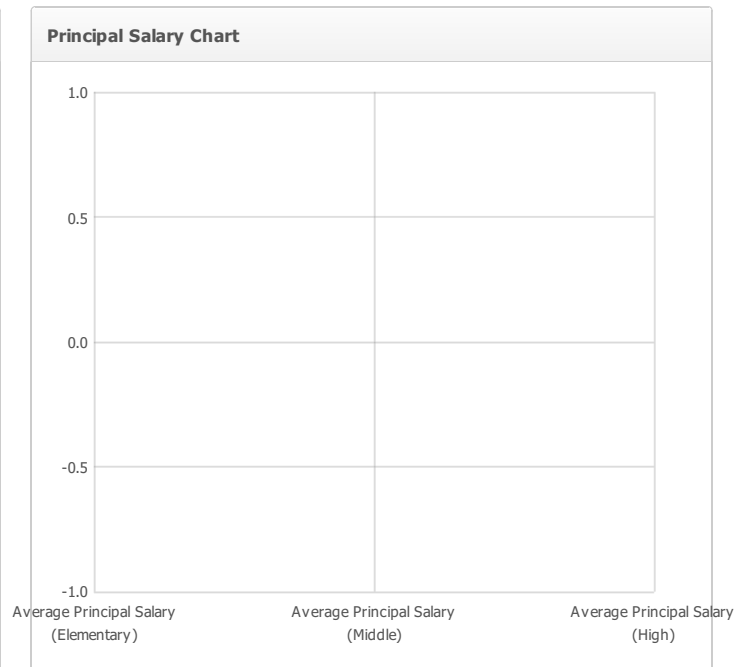
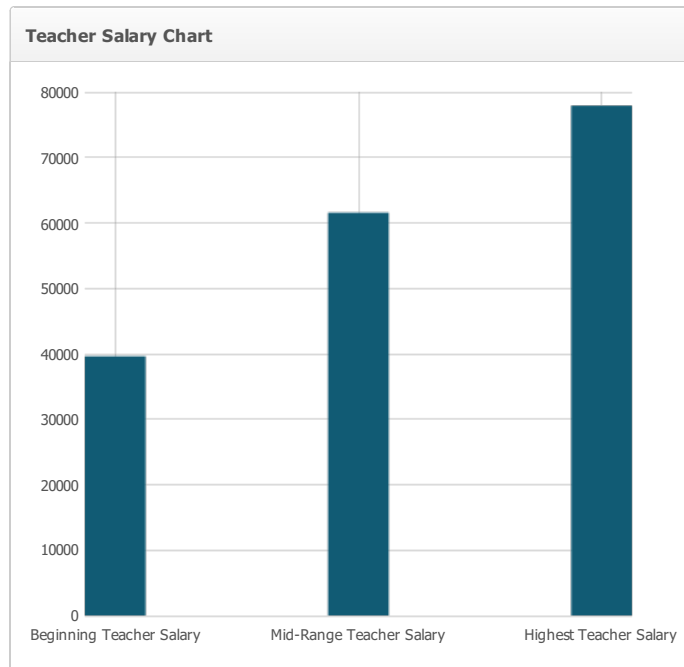
There are two intervention specialists that work with students in language arts and math. Teachers recommend placement in this program based on teacher assessment and classroom performance. The teachers employ a number of research-based strategies in their classrooms to help students academically.

Last updated: 1/4/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,615	\$42,598
Mid-Range Teacher Salary	\$61,563	\$62,232
Highest Teacher Salary	\$77,920	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$103,250	\$117,868
Percent of Budget for Teacher Salaries	32.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Last updated: 1/3/2018

Professional Development

To acquire necessary knowledge, upgrade skills, and develop professionally, Benjamin Foxen Elementary's staff members are encouraged to attend workshops and conferences. Teachers regularly share expertise, based on advanced education or specialized training, with their colleagues.

Listed below are the number of professional staff development days within the most recent three-year period.
15/16 --- Three days

16/17 --- Three days
17/18 --- Three days

Additionally, the district contracts with Santa Barbara County curriculum specialists to provide 4 - 6 in-house training sessions per year.

Last updated: 1/4/2018