

Roy W. Loudon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Roy W. Loudon Elementary School |
| Street | 4000 Loudon Street |
| City, State, Zip | Bakersfield, CA 93313 |
| Phone Number | (661) 398-3210 |
| Principal | Steve Johnson |
| Email Address | sjohnson@pbvUSD.net |
| Website | http://www.pbvUSD.k12.ca.us/Domain/14 |
| County-District-School (CDS) Code | 15633626108187 |

| Entity | Contact Information |
|-----------------------|---|
| District Name | Panama-Buena Vista Union School District |
| Phone Number | (661) 831-8331 |
| Superintendent | Kevin Silberberg, Ed.D. |
| Email Address | ksilberberg@pbvUSD.net |
| Website | http://www.pbvUSD.k12.ca.us/ |

School Description and Mission Statement (School Year 2019-20)

Roy W. Loudon Elementary School was dedicated and began to serve students in 1989. The school was named for Roy W. Loudon who was a long-time member of the Board of Trustees in the Panama-Buena Vista Union School District. He was a beekeeper in the community and was responsible for the first written history of the District. He was regarded as a man of integrity who was dedicated to the school children of the community. Loudon students, the Leopards, are proud of their school's namesake and work hard to live up to his high standards. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Roy W. Loudon Elementary School is one of nineteen elementary schools in the Panama-Buena Vista Union School District. Loudon School has earned a reputation in the community as an outstanding educational institution and is known for meeting the special learning needs of each student. The staff has established the following goals to help students reach their greatest potential:

All children will read and write confidently, compute math problems accurately, and use higher level thinking skills to resolve any challenge. Family and community members will be involved as partners to promote the social, emotional, and academic growth of children. The school will provide a safe environment in which children will develop positive character traits, a sense of responsibility, and effective decision-making skills. Every child will develop multi-cultural understanding, an ability to communicate, and the technological skills necessary to be a contributing member of society.

Roy W. Loudon Elementary School supports and strives to promote the concept of excellence as defined by the Panama-Buena Vista School District. Our mission is to support student learning by maintaining a safe and orderly campus environment that is physically and mentally healthy. Within this environment, there exists a classroom setting that is stimulating and is responsive to the individual learning styles of all students. Students are challenged academically and are accountable for their own actions and achievements. Students develop a positive self-image through sound principles of teaching and learning. Teacher professionalism and commitment are demonstrated by the ongoing emphasis on staff development.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 145 |
| Grade 1 | 87 |
| Grade 2 | 97 |
| Grade 3 | 114 |
| Grade 4 | 93 |
| Grade 5 | 119 |
| Grade 6 | 86 |
| Total Enrollment | 741 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 10.1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 3.1 |
| Filipino | 0.3 |
| Hispanic or Latino | 72.1 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 12.3 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 86.5 |
| English Learners | 25.9 |
| Students with Disabilities | 8.8 |
| Foster Youth | 0.4 |
| Homeless | 2.3 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 30 | 35 | 31 | 887 |
| Without Full Credential | 4 | 6 | 6 | 54 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 31 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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.

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

Year and month in which data were collected: 09/2017

Textbooks and Instructional Materials 2017-18: All grade levels have access to Rigby reading books.. This is for small group reading instruction and intervention. In addition, all grade levels use Core Literature books to help enhance learning.

Site funds provide additional 95% Group materials, which are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level.

Site funds also provide Scholastic News, My AVID Weekly, supplemental news articles, Scholastic mathematics subscription, Renaissance Place, and Read Naturally. and Reflex Math.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6) | Yes | 0 |
| Mathematics | Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards. | Yes | 0 |
| Science | Adopted 2007: Macmillan/McGraw-Hill, "California Science" (K-5); Glencoe, "California Focus on Science" (6th) | Yes | 0 |
| History-Social Science | Adopted 2006: Scott Foresman, "History-Social Science for California" (K-5); Glencoe "Discovering Our Past: Ancient Civilizations" (6th) | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Loudon provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit, and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized, and secured at the end of each school day with 100% of the toilets in operating condition.

As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receives inservice in emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. All staff members are issued an identification card that is worn above the waist at all times during the instructional day. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise.

Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly, and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 7:20 a.m. when the school opens.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/11/2019

| 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 Rating | Exemplary | |

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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 52 | 59 | 51 | 52 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 31 | 40 | 34 | 37 | 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 405 | 399 | 98.52 | 1.48 | 59.15 |
| Male | 205 | 201 | 98.05 | 1.95 | 48.26 |
| Female | 200 | 198 | 99.00 | 1.00 | 70.20 |
| Black or African American | 43 | 43 | 100.00 | 0.00 | 34.88 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 15 | 13 | 86.67 | 13.33 | 61.54 |
| Filipino | | | | | |
| Hispanic or Latino | 289 | 287 | 99.31 | 0.69 | 61.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| White | 49 | 47 | 95.92 | 4.08 | 63.83 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 282 | 278 | 98.58 | 1.42 | 59.35 |
| English Learners | 138 | 133 | 96.38 | 3.62 | 56.39 |
| Students with Disabilities | 37 | 37 | 100.00 | 0.00 | 21.62 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 11 | 91.67 | 8.33 | 81.82 |

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 405 | 399 | 98.52 | 1.48 | 40.10 |
| Male | 205 | 201 | 98.05 | 1.95 | 37.31 |
| Female | 200 | 198 | 99.00 | 1.00 | 42.93 |
| Black or African American | 43 | 43 | 100.00 | 0.00 | 25.58 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 15 | 13 | 86.67 | 13.33 | 53.85 |
| Filipino | | | | | |
| Hispanic or Latino | 289 | 287 | 99.31 | 0.69 | 39.72 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 49 | 47 | 95.92 | 4.08 | 48.94 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 282 | 278 | 98.58 | 1.42 | 38.85 |
| English Learners | 138 | 133 | 96.38 | 3.62 | 36.09 |
| Students with Disabilities | 37 | 37 | 100.00 | 0.00 | 10.81 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 11 | 91.67 | 8.33 | 36.36 |

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.

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

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: 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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 25.7 | 10.6 | 16.8 |

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.

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)

The parents and guardians of Loudon Elementary School students support their children, the school, and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic and academic events. There are monthly opportunities for involvement at Loudon School. Parents and guardians may attend Family Game Night, Leopard Lattes, Donuts with Dad, and other events held during school and in the evening. They may view the display of Science Fair projects, as well as enjoy various student concerts and performances. The Parent Club and School Site Council welcome parental support in raising and using funds for special trips, equipment, and supplies. Parents also have the opportunity to become involved in community service activities. Our students have raised money for the American Heart Association, the Leukemia Society, children in foster care, and The Ronald McDonald House - Runnin' for Ronald. In addition, our students annually contribute hundreds of pounds of food to the Kern County Food Bank or Salvation Army. Please contact the school office at 661-398-3210 for more parent involvement information.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 4.8 | 2.9 | 2.1 | 4.0 | 2.2 | 3.2 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Safe School Plan was communicated and reviewed, updated and discussed with staff on October 9, 2019. On October 10, 2019, the Safe School Plan was reviewed and approved by the School Site Council. The School Safety Plan addresses student and staff safety through the Incident Command System and organization chart for staff. Students and staff participate in monthly safety drills that address evacuations, earthquakes, and lock downs. In addition, the district provides an opportunity for each school to participate in a district wide disaster preparedness drill.

Students do their work in an orderly environment that has high standards for achievement and one that provides opportunities for recognition in academic and extra-curricular activities. Students are recognized for effort and achievement in our "Student of the Month" program. Outstanding students are selected from every classroom each month, recognized at a special assembly, and are rewarded for their hard work. A monthly theme is used to teach good values, citizenship, and civic responsibility.

Loudon Elementary has a positive learning environment. The goal of Loudon Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior, through our school-wide Positive Behavior Intervention Support (PBIS). Loudon Elementary believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks. The Assistant Principal also addresses expectations for student behavior along with suspension and expulsion policies with each grade level at the beginning of the school year.

Students with excessive tardies, trancies, or unexcused absences are referred to our assistant principal for intervention and support, but may be subject to disciplinary action including mandatory parent conferences or a referral to the District Truancy Officer. We truly believe that "Missing school is missing out." The District has established an Independent Study Program for students who must be absent from school due to illness for an extended period of time.

Loudon establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives to further develop personal growth and responsibility. A school-wide discipline plan is enforced, a noon-time detention program is used, and problem-solving strategies are taught to promote appropriate behavior. Suspensions and expulsions occur only when required by law or when all other alternatives are exhausted.

At Loudon Elementary, students are encouraged to participate in the school's academic, interscholastic athletics, and extra-curricular activities that are an integral part of the educational program. Academic recognition is provided through academic contests and festivals, quarterly awards assemblies for honor roll and principal's list students, perfect attendance, live performances, and exhibitions. Certificates and medals are awarded throughout the year for attendance, citizenship, academic performance, and athletic achievement.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 22 | 1 | 5 | | 20 | 2 | 5 | | 21 | 3 | 4 | |
| 1 | 23 | | 5 | | 25 | | 4 | | 26 | | 3 | |
| 2 | 29 | | 3 | | 28 | | 4 | | 24 | | 4 | |
| 3 | 26 | 1 | 4 | | 23 | 1 | 4 | | 21 | 2 | 4 | |
| 4 | 27 | | 3 | | 31 | | 4 | | 23 | | 4 | |
| 5 | 21 | 1 | 4 | | 28 | | 3 | | 29 | | 4 | |
| 6 | 21 | 2 | 4 | | 26 | 1 | 4 | | 18 | 2 | 3 | |
| 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.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 2.5 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 3.0 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 10,561.00 | 3,850.00 | 6,710.00 | 63,787.00 |
| District | N/A | N/A | 7,579.00 | \$74,220.00 |
| Percent Difference - School Site and District | N/A | N/A | -12.2 | -15.1 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -11.2 | -25.8 |

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.

Types of Services Funded (Fiscal Year 2018-19)

The District uses LCFF funds for its general purpose funding, including, but not limited to:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and Operations
- Facilities
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The types of services funded with categorical funds include:

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I is designed to help students served by the program to achieve proficiency on challenging state academic achievement standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "school wide program" to upgrade the instructional program for the whole school. Based on an analysis of student achievement data done by the school site, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of specifically identified students who are failing, or most at risk of failing, to meet the state's challenging academic achievement standards. Both school wide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

Title II

The district uses Title II funds to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of EL students; 2). Enhance the ability of teachers to implement curriculum and improve their instructional strategies for EL students; and 3). Effectively increase students' English language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,867 | \$45,741 |
| Mid-Range Teacher Salary | \$73,055 | \$81,840 |
| Highest Teacher Salary | \$92,173 | \$102,065 |
| Average Principal Salary (Elementary) | \$117,980 | \$129,221 |
| Average Principal Salary (Middle) | \$123,086 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$212,233 | \$224,581 |
| Percent of Budget for Teacher Salaries | 35% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 53 | 65 | 37 |

Professional Development Focus areas include English Language Development, Benchmark Advance, Technology, 95% Group Intervention for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, Acadience (i.e. DIBELS), NextGen Math, Katie Sunseri, as well as PBIS and AVID implementation.

Professional development is delivered through Staff Development Days, Grade Level Focus Groups, conference attendance, District workshops with teacher release time, and online video tutorials. Professional Readiness and Educational Program days (Prep Days) which include one (1) hour each week release time, is also provided for teachers to receive school site staff development and work with their collaborative teams.

Teachers attend multi-day seminars with presenters and follow-up coaching is provided to support Direct Interactive Instruction and to develop standards-based common core lessons with Benchmark Advance. Teachers are also supported by curriculum specialists, categorical program specialists, Induction Program mentors, and Academic Coaches.