

Lost Hills 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 | Lost Hills Elementary School |
| Street | 14821 Primary Court |
| City, State, Zip | Lost Hills, CA 93249 |
| Phone Number | 661.797.2632 |
| Principal | Veronica Sanchez-Gregory |
| Email Address | vegrego@losthills.k12.ca.us |
| Website | www.losthills.k12.ca.us |
| County-District-School (CDS) Code | 15-63594-6060420 |

| Entity | Contact Information |
|-----------------------|----------------------------------|
| District Name | Lost Hills Union School District |
| Phone Number | (661) 797-2941 |
| Superintendent | Harrison Favereaux |
| Email Address | hafaver@losthills.k12.ca.us |
| Website | www.losthills.k12.ca.us |

Mission:

At Lost Hills Union School District, we are fully committed to ensuring students become self-motivated, critical thinkers, and productive members of society, through high expectations in collaboration with parents and community.

Vision:

The Vision of Lost Hills Union School District is to create highly successful schools where students achieve academic excellence in a safe, supportive environment.

Core Beliefs:

We believe that:

- Lost Hills Union School District is essential to our community's growth;
- Our principal, teachers, and staff make the critical difference in student achievement;
- We are responsible for building and maintaining high performing schools that ensure all students will successfully acquire the knowledge, skills, and values necessary for success;
- Engaging the students' families and the community in the education process enhances learning and academic achievement; and
- Building positive relationships and cultural understanding will create a welcoming, safe learning environment for all students, parents, and staff.

Superintendent's Message

Lost Hills Union School District is guided by the goal of providing the best schools possible. To reach this goal, the District has committed to three objectives. First objective is high levels of student achievement consisting of academics, and citizenship. Second objective is safety which promotes learning. The third objective is professional growth for staff to meet the changing needs in education. These goals are incorporated into the district's vision and mission statements, and emphasized during our meetings with staff and parents. Being the best school possible allows students to be successful in academics, citizenship and in their careers.

Community and District Profile

The Lost Hills Union School District was formed in 1940 from antecedents dating to 1885. Located in rural northwestern Kern County, approximately 45 miles from the central Bakersfield area. The District covers 501 square miles and is composed of mostly large farms. The District maintains two schools, Lost Hills Elementary School (grades TK-5), and A.M. Thomas Middle School (grades 6-8). During the 2018-19 school year, Lost Hills Union School District had a total enrollment of 418 students. Lost Hills Elementary School had a total enrollment of 253 students. Additionally, Lost Hills Elementary School's 2018-19 student population consisted of 98.8% Hispanic, 86.6% Socioeconomically Disadvantaged, 74.7% English Learners, 44% Migrant, and 7.1% Students with Disabilities. Student body demographics are illustrated below.

The staff at Lost Hills Elementary School is dedicated to providing students a challenging academic program that promotes individual and community responsibility. Each year our students gain experiences that prepare them to become successful contributors to society. The instructional focus is geared towards the English Language Learner (ELL) program and the Migrant Sheltered English program. These programs include hands-on project-based instruction, especially in the sciences.

The goal at Lost Hills Elementary School is to provide an excellent education through our dedicated teachers and administration.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 46 |
| Grade 1 | 30 |
| Grade 2 | 35 |
| Grade 3 | 30 |
| Grade 4 | 47 |
| Grade 5 | 65 |
| Total Enrollment | 253 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Hispanic or Latino | 98.8 |
| White | 1.2 |
| Socioeconomically Disadvantaged | 86.6 |
| English Learners | 74.7 |
| Students with Disabilities | 7.1 |
| Foster Youth | 0.4 |
| Homeless | |

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 | 12 | 10.5 | 8 | 13 |
| Without Full Credential | 5 | 3 | 3 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

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 | |

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: September 2019

Lost Hills Union School District held a Public Hearing in September of 2019 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

There is an adequate supply of textbooks for every student, including English Language Learners. Instructional materials for health, as well as science equipment are aligned with state standards and there is a sufficient supply. The chart below reflects the textbooks in use at Lost Hills Elementary during the 2018-19 school year.

The library is stocked with thousands of books that are available for students to check out. The library is staffed by a fulltime library clerk. Students visit the library on a regular basis and may also visit the library before and after school. The library contains six desktop computers that allow students to check out books and research information. In addition, Kern County provides a mobile book library that visits the Lost Hills Union School District once a week for half a day.

There are two computer labs on campus with 30 computers each. Students receive computer-assisted instruction on a weekly basis. Students have been trained on a variety of software programs including, Edusoft (Grades 2-8), Accelerated Reader (Grades 1-8), Accelerated Math (grades 1-8), and word-processing application. ELL students have access to specific software that helps boost basic English skills.

Each classroom at Lost Hills Union School District has Internet access, and all teachers have their own computer. Teachers have access to a variety of audio and visual resources to enhance students' time spent in the classroom.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | National Geographic Reach for Reading Common Core Program 2013 | Yes | 0 |
| Mathematics | McMillan McGraw-Hill(K-5) 2009 | Yes | 0 |
| Science | Houghton Mifflin (K-5) 2007 | Yes | 0 |
| History-Social Science | Pearson, Scott, Foresman (K-5) 2006 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lost Hills School District places a strong emphasis on ensuring the safety of all students and staff members. The school's maintenance/ custodial staff of five keeps the facilities in compliance with all federal and state health and safety regulations. The TKI-8 campus is currently comprised of 33 classrooms, one staff room, a library, a multipurpose room, a media learning center, a fitness center, three computer labs, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time this report was published, 100% of restrooms on campus were in good working order.

Deferred Maintenance Budget

Lost Hills Union School District participates in the School Deferred Maintenance Program. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the current school year (2019-20), Lost Hills Union School District budgeted \$0 for the deferred maintenance program. This represents 0% of the district's general fund budget.

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: November 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 | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|---|
| 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) | 28 | 29 | 25 | 27 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 11 | 17 | 11 | 13 | 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 | 147 | 146 | 99.32 | 0.68 | 29.45 |
| Male | 82 | 81 | 98.78 | 1.22 | 33.33 |
| Female | 65 | 65 | 100.00 | 0.00 | 24.62 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Filipino | | | | | |
| Hispanic or Latino | 144 | 143 | 99.31 | 0.69 | 28.67 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 122 | 121 | 99.18 | 0.82 | 27.27 |
| English Learners | 128 | 127 | 99.22 | 0.78 | 28.35 |
| Students with Disabilities | 16 | 16 | 100.00 | 0.00 | 25.00 |
| Students Receiving Migrant Education Services | 54 | 53 | 98.15 | 1.85 | 26.42 |
| Foster Youth | | | | | |
| Homeless | | | | | |

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

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

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

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 | 147 | 147 | 100.00 | 0.00 | 17.01 |
| Male | 82 | 82 | 100.00 | 0.00 | 24.39 |
| Female | 65 | 65 | 100.00 | 0.00 | 7.69 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 144 | 144 | 100.00 | 0.00 | 15.97 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 122 | 122 | 100.00 | 0.00 | 15.57 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners | 128 | 128 | 100.00 | 0.00 | 14.84 |
| Students with Disabilities | 16 | 16 | 100.00 | 0.00 | 12.50 |
| Students Receiving Migrant Education Services | 54 | 54 | 100.00 | 0.00 | 12.96 |
| Foster Youth | | | | | |
| Homeless | | | | | |

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

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

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

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 | 27.3 | 18.2 | 15.2 |

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)

Parents and the community are very supportive of the education program at Lost Hills Elementary School. Parents volunteer in classrooms, for special events, fund-raisers, and field trips as chaperones. Parents can participate in various school/district committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (MPAC).

Parents may also participate in a variety of school activities such as Back-To-School Night, Open House, Parent-Teacher Conferences, Awards Assemblies, Extra-Curricular and Athletic Events, Fall Parade, Winter Program, and Parent Education meetings.

The school informs parents of student progress through Progress Reports, Report Cards, Parent Conferences requested by parents or teachers, Teacher/Principal letters, and telephone calls.

Local community partners that have helped out with funding at Lost Hills Union School District include Chevron and Aera Energy.

Contact Person: Verónica Sánchez-Gregory
Principal

Contact Phone Number: (661) 797-2632

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 | 1.7 | 0.8 | 0.3 | 3.7 | 4.2 | 3.8 | 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)

A comprehensive school safety plan is in place to ensure a secure, peaceful, and clean environment for the school community. The plan is reviewed each fall by the Safety Committee, which consists of the Superintendent, Assistant Superintendent, Principal, maintenance/custodial staff, and selected school staff. The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills, including fire, earthquake, intruder, and evacuation are conducted monthly.

At Lost Hills Elementary School every effort is made to ensure students are monitored while on campus throughout the school day. Faculty members, administrators, and yard duty monitors are responsible for supervising students before and after school, at recess and during lunch. All visitors are required to check in and sign out at the office and wear a badge at all times.

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 | 20 | 4 | 1 | | 17 | 3 | 1 | | 22 | 1 | 3 | |
| 1 | 16 | 22 | 9 | | 20 | 9 | 7 | | 15 | 16 | | |
| 2 | 21 | 3 | 21 | | 18 | 15 | 1 | | 18 | 14 | 1 | |
| 3 | 21 | 2 | 22 | | 22 | 10 | 14 | | 19 | 3 | 7 | |
| 4 | 30 | | 15 | | 30 | | 16 | | 23 | 5 | 13 | |
| 5 | 30 | 1 | 16 | 1 | 23 | 10 | 8 | 7 | 25 | 7 | 12 | 2 |
| 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 | |
| Social Worker | |

| Title | Number of FTE* Assigned to School |
|------------------------------------|--------------------------------------|
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

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

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 | \$10,236 | \$4,213 | \$6,023 | \$63,511 |
| District | N/A | N/A | \$6,023 | \$62,009.00 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 0.3 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |
| Percent Difference - School Site and State | N/A | N/A | -3.1 | -4.6 |

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)

Lost Hills Union School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received state and federal categorical funding for the following support programs:

- Title I Part A: Basic Grant
- Title II Part A: Teacher Quality
- Title III Part A: Immigrant
- Title III Part A: LEP
- Migrant Education
- Special Education
- First 5
- Full-Service Community Schools Grant
- Student Support and Academic Enrichment Competitive Grant Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|--------------------|--|
| Beginning Teacher Salary | \$43,507 | \$45,252 |
| Mid-Range Teacher Salary | \$68,128 | \$65,210 |
| Highest Teacher Salary | \$79,120 | \$84,472 |
| Average Principal Salary (Elementary) | \$0 | \$107,614 |
| Average Principal Salary (Middle) | \$120,083 | \$112,242 |
| Average Principal Salary (High) | \$0 | \$ |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Superintendent Salary | \$154,350 | \$124,686 |
| Percent of Budget for Teacher Salaries | 26% | 31% |
| Percent of Budget for Administrative Salaries | 7% | 7% |

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 | | | 6 |

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered three staff development days and 9 part day development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development for 2018-19 school year included:

- Common Core State Standards
- Explicit Instruction to Maximize Student Learning
- Developmental English Proficiency
- English Language Development
- RTi
- Bullying Prevention
- Smarter Balanced Assessment
- Early Literacy and assessment
- Student Engagement
- Planning Classroom Discussions
- Using text for pair-share
- Visual Representations
- Number Talks with Visual Representations
- School Climate
- Positive Behavior Intervention System
- Campus Safety
- Suicide Awareness and Prevention