Lost Hills Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School 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
E-mail Address	vesanch@zeus.kern.org
CDS Code	15-63594-6060420

District Contact Information	
District Name	Lost Hills Union School District
Phone Number	(661) 797-2941
Web Site	www.losthills.k12.ca.us
Superintendent	Harrison Favereaux
E-mail Address	hafaver@zeus.kern.org

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

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 2012-13 school year, Lost Hills Union School District had a total enrollment of 573 students. Lost Hills Elementary School had a total enrollment of 424 students. Additionally, Lost Hills Elementary School's 2012-13 student population consisted of 98%Socioeconomically Disadvantaged, 84% English Learners, and 3% 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.

Great strides have been made in the performance and achievement levels. Since the inception of the Academic Performance Index, the school has exceeded the target level of growth determined by the California Department of Education. The goal at Lost Hills Elementary School is to provide an excellent education through our dedicated teachers and administration.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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/Texaco, Paramount Farms Inc., AERA, and San Joaquin Composting.

Contact Person: Verónica Sánchez-Gregory
Principal

Contact Phone Number: (661) 797-2632

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39	38	32	40	40	33	54	56	55
Mathematics	59	66	50	49	61	45	49	50	50
Science	44	33	42	47	41	50	57	60	59
History-Social Science	N/A	N/A	N/A	57	72	35	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA	33	51	51	N/A
All Student at the School	32	51	44	N/A
Male	31	53	55	N/A
Female	32	48	32	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	32	51	44	N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	31	51	44	N/A
English Learners	24	46	24	N/A
Students with Disabilities	42	42		N/A
Students Receiving Migrant Education Services	31	50	45	N/A

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	12.1	22.7	6.1

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	3	4
Similar Schools	10	9	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School	0	15	-55
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	18	-54
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-3	17	-56
English Learners	1	21	-56
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	249	728	398	745	4,655,989	790
Black or African American	1		1		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	4		6		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	243	731	389	747	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	0		0		1,200,127	853
Two or More Races	1		1		125,025	824
Socioeconomically Disadvantaged	245	727	382	744	2,774,640	743
English Learners	226	731	367	748	1,482,316	721
Students with Disabilities	14	671	30	652	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-13	2012-13
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	84
Grade 1	83
Grade 2	62
Grade 3	68
Grade 4	59
Grade 5	68
Total Enrollment	424

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	**White**	0.0
American Indian or Alaska Native	0.0	**Two or More Races**	0.0
Asian	1.2	**Socioeconomically Disadvantaged**	98%
Filipino	0.0	**English Learners**	84%
Hispanic or Latino	98.6	**Students with Disabilities**	3%
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	45.7	0	0	3	20.8	4	0	0	30.5	0	2	0
1	221	0	0	2	24.4	4	12	0	26.3	0	3	0
2	230	0	0	2	19	8	12	0	20	2	1	0
3	140.5	0	1	1	30.9	2	1	8	32.5	0	1	1
4					25.4	3	9	0	30	0	2	0
5	246	0	0	1	13.3	13	10	0	32.5	0	1	1
Other									17	1	0	0

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.48	0.47	2	2	1.01	9
Expulsions	0	0	1	0	0	2

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 TK-8 campus is currently comprised of 36 classrooms, one staff room, a library, a multipurpose room, a media learning center, a fitness center, two 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 State School Deferred Maintenance Program, which provides state matching funds on a dollar for- dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the current school year (2013-14), Lost Hills Union School District budgeted $166,957.00 for the deferred maintenance program. This represents 3% of the district's general fund budget. During the 2013-14 school year, the district's governing board has approved deferred maintenance projects for this school.

School Facility Good Repair Status (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• 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

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: August 2013				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rate

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	23	20	16	26
Without Full Credential	3	3	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.75	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2013

Lost Hills Union School District held a Public Hearing in September of 2013 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 2012-13 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (K-5) 2003	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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,755.55	$4,212.74	$4,542.81	$55,279
District	---	---	$4,542.81	$57,009
Percent Difference: School Site and District	---	---	0.0	-3.0
State	---	---	$5,455	$69,435
Percent Difference: School Site and State	---	---	-16.7	-20.4

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Lost Hills Union School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received state and federal categorical funding for the following support programs:
- Home-to-School Transportation
- Economic Impact Aid
- Instructional Materials
- Special Education
- Title I Part A: Basic Grant
- Title II Part A: Teacher Quality
- Title III Part A: Immigrant
- Title III Part A: LEP
- Title VI Subpart 1 Small, Rural School Achievement Grant
- Title VI Subpart i REAP Flexibility Participation
- Class Size Reduction (K-3)

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,645	$38,719
Mid-Range Teacher Salary	$57,383	$55,637
Highest Teacher Salary	$70,555	$70,797
Average Principal Salary (Elementary)	$0	$90,284
Average Principal Salary (Middle)	$91,434	$94,675
Average Principal Salary (High)	$0	$85,183
Superintendent Salary	$121,000	$104,272
Percent of Budget for Teacher Salaries	32.3%	35.5%
Percent of Budget for Administrative Salaries	8.3%	6.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development for 2012-13 school year included:

- Effective Strategies for ELL Students
- Use of Technology to Facilitate Instruction
- Explicit Instruction
- Classroom Management
- Professional Learning Communities
- Student Engagement
- Common Core State Standards