

Abraham Lincoln

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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.

Topekia Jones, Principal

Principal, Abraham Lincoln

About Our School

Abraham Lincoln Elementary School is one of ten K-5 elementary schools in the Paramount Unified School District. It is nestled in an urban neighborhood and remains the place in which many children gather to embark on an educational experience that prepares them for the future. Abraham Lincoln School has the distinct honor of being the oldest school in the district. Its structural character of its buildings symbolizes its stakeholder's commitment to embracing the uniqueness of each student and building a sense of pride in the community.

Abraham Lincoln School is a Title I school, as determined by the 100% of students who receive free or reduced lunch. The total student population is 662 in transitional kindergarten (TK) to fifth grade. The demographic information is as follows: a) 93% Hispanic/Latino, b) 4 %Black/African American, c) 1%White, and d) 2% other. Of the total population, 45% of students are designated as English Learners.

The staff of Abraham Lincoln School is dedicated to providing well-rounded education for students that include the development of leadership skills through clubs such as the Principal Advisory, PRIDE Ambassadors, Student Council and GATE. Students are recognized for academic achievements, such as the "Million Words Club" and monthly PRIDE awards.

Parent involvement is always encouraged through participation in literacy nights, Math/STEAM nights, harvest festival, holiday programs, parent meetings with academic coaches and/or school counselor, English Learner Advisory Committee (ELAC) and the School Site Council (SSC).

Contact

Abraham Lincoln
15324 California Ave.
Paramount, CA 90723-4378

Phone: 562-602-8036
Email: tjones@paramount.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Abraham Lincoln
Street	15324 California Ave.
City, State, Zip	Paramount, Ca, 90723-4378
Phone Number	562-602-8036
Principal	Topekia Jones, Principal
Email Address	tjones@paramount.k12.ca.us
Website	http://lincoln.pusdschools.net/
County-District-School (CDS) Code	19648736021430

Last updated: 12/23/2019

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

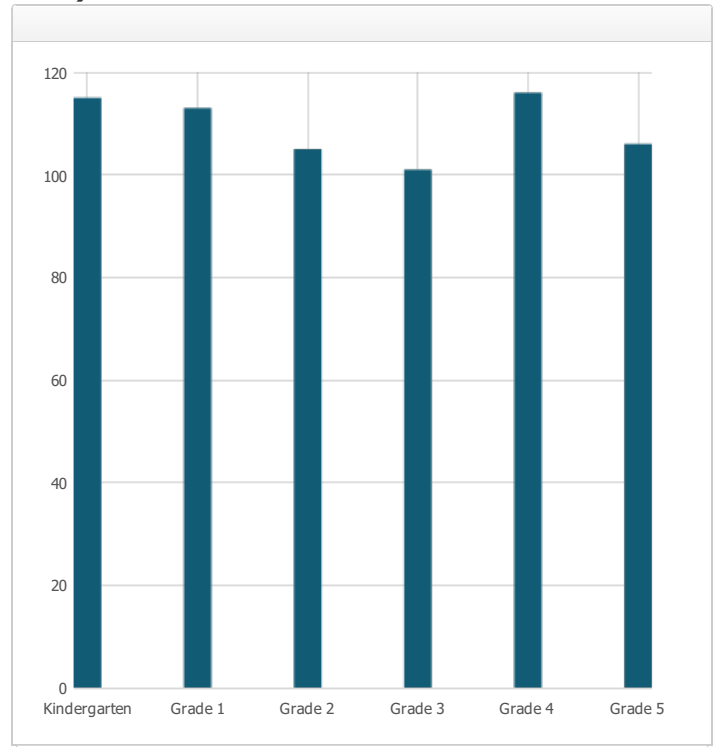
At Abraham Lincoln School, we are committed to the principle that all students will learn. It is our mission to provide a positive learning environment that enhances each student's opportunity to succeed. A balanced educational program is implemented which recognizes the need for growth in academic, social, physical and technological skills.

Our Lincoln School motto: **Lincoln Lions Love Learning** summarizes our focus, purpose, and commitment to our Lincoln students. We take pride in our students' success and strive to continually learn and grow as a Professional Learning Community.

Last updated: 12/23/2019

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

Grade Level	Number of Students
Kindergarten	115
Grade 1	113
Grade 2	105
Grade 3	101
Grade 4	116
Grade 5	106
Total Enrollment	656



Last updated: 12/23/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.10 %
American Indian or Alaska Native	%
Asian	0.80 %
Filipino	0.30 %
Hispanic or Latino	93.30 %
Native Hawaiian or Pacific Islander	0.30 %
White	0.60 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.20 %
English Learners	41.50 %
Students with Disabilities	8.50 %
Foster Youth	0.60 %
Homeless	%

A. Conditions of Learning

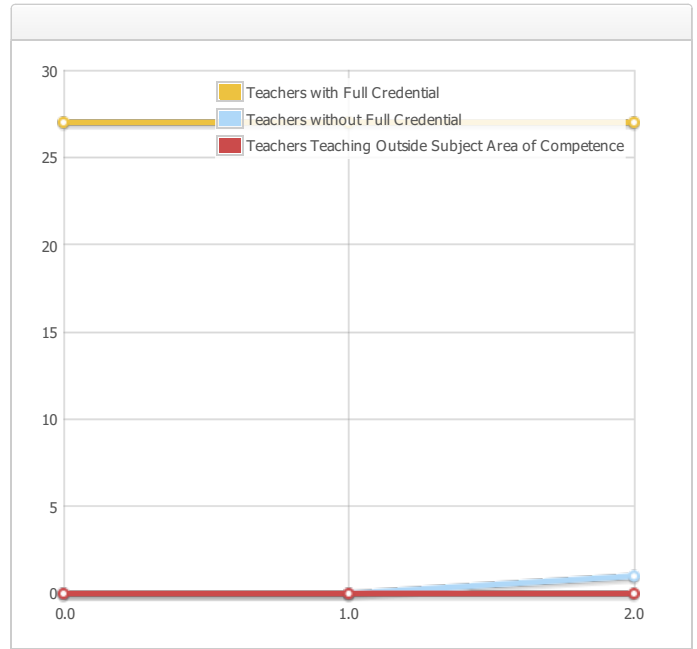
State Priority: Basic

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

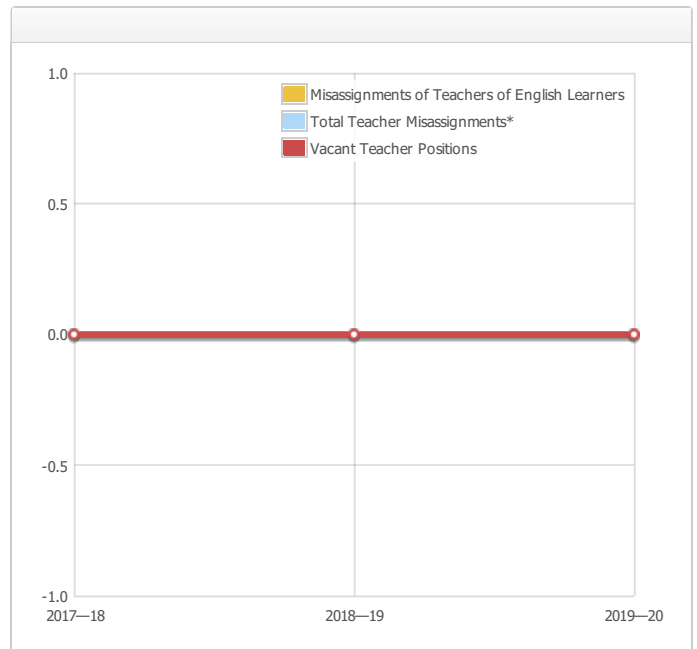
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	27	27	27	638
Without Full Credential	0	0	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



Last updated: 12/23/2019

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.

Last updated: 12/23/2019

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

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2018-2019 can be accessed from the following website links:

[Quarter 1 Report for Uniform Complaints](#)

[Quarter 2 Report for Uniform Complaints](#)

[Quarter 3 Report for Uniform Complaints](#)

[Quarter 4 Report for Uniform Complaints](#)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Houghton Mifflin) Grade T – K Big Day Program / 2017 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart /2016 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Unit 1-10 /2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 /2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012 (McGraw Hill) Grade K My Math Grade K Vol. 1, 2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol. 1, 2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol. 1, 2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol. 1, 2 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 Vol. 1, 2 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 Vol. 1, 2 / 2014	Yes	0.00 %
Mathematics	(McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012 (McGraw Hill) Grade K My Math Grade K Vol. 1, 2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol. 1, 2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol. 1, 2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol. 1, 2 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 Vol. 1, 2 / 2014	Yes	0.00 %

(McGraw Hill) Grade 5 My Math Grade 5 Vol. 1, 2 / 2014			
Science	(Houghton Mifflin) Grade K-5 California Science Gr. K-5 / 2007	Yes	0.00 %
History-Social Science	(Pearson) Grade K-2 California Social Studies Kindergarten-Grade 2 / 2006 (Pearson) Grade 3 Our Communities / 2006 (Pearson) Grade 4 Our California / 2006 (Pearson) Grade 5 Our Nation / 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/23/2019

School Facility Conditions and Planned Improvements

Lincoln School is in good repair condition. No improvement planned.

Last updated: 12/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/18/2019

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)	58%	53%	41%	39%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	56%	58%	30%	28%	38.0%	39.0%

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

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.

Last updated: 12/23/2019

**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	319	318	99.69%	0.31%	53.46%
Male	166	165	99.40%	0.60%	50.30%
Female	153	153	100.00%		56.86%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	303	303	100.00%		54.13%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	305	304	99.67%	0.33%	52.96%
English Learners	181	181	100.00%		50.28%
Students with Disabilities	22	21	95.45%	4.55%	14.29%
Students Receiving Migrant Education Services					
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.

Last updated: 1/2/2020

**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	319	317	99.37%	0.63%	57.73%
Male	166	164	98.80%	1.20%	56.10%
Female	153	153	100.00%		59.48%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	303	302	99.67%	0.33%	58.61%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	305	303	99.34%	0.66%	57.43%
English Learners	181	181	100.00%		52.49%
Students with Disabilities	22	21	95.45%	4.55%	4.76%
Students Receiving Migrant Education Services					
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.

Last updated: 1/2/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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.

Last updated: 12/23/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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	24.80%	28.70%	12.90%

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.

Last updated: 1/13/2020

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)

At Lincoln, our parents are encouraged to become involved in their child's education. Our first annual school event for parents is Back To School Night and our Title I Parent Meeting. All parents are invited to attend. Parents are also invited to meet with our teachers during Parent Conference Week, and throughout the school year, in order to support their child's learning experiences. In the spring, parents are invited to attend our annual Open House in order to view classroom projects and to take pride in their child's learning and academic accomplishments.

Parents may become actively involved in our school through a variety of opportunities. By joining our Parent Teacher Association (PTA) parents may serve as members or elected officers. Our Lincoln PTA hosts a multitude of activities during the school year that support parental involvement. Our annual Harvest Festival in the fall, the sales of school spirit t-shirts and sweatshirts, our Lincoln Lion Store, where students can spend their well-earned school incentive "Lincoln Dollars", and our annual Family Read Nights and Math Nights hosted in our school cafeteria are all examples of the strong parental involvement maintained at Lincoln School. Our Lincoln parents also support our teachers by volunteering daily in our Parent Center and in their child's classroom.

Parents may also become involved in our school by being nominated and elected as a member of our School Site Council (SSC) and attending our School Site Council meetings, or by attending our English Language Advisory Committee (ELAC) meetings. Parents have the opportunity to serve on ELAC as either a member or as an elected position. A representative from Lincoln attends the (DELAC) District English Language Advisory Committee meetings. Both SSC and ELAC are parent advisory groups that assist the principal and school staff in reviewing and approving educational programs and in maintaining compliance of Title I and categorically funded school programs.

Several times each year, Lincoln School hosts Family Reading Nights and Math/STEM Nights featuring our very own Lincoln teachers and staff as facilitators. Our Lincoln families are encouraged to attend these evenings in order to support their child's growth and development in the areas of literacy, English Language development, mathematics and science. Incentives such as books, pencils, and erasers are distributed to families who attend.

Lincoln families are also invited to attend our annual Winter Holiday Program, monthly PRIDE recognition breakfast, trimester Coffee with the Principal, family lunch on the lawn, and end of year awards assemblies. Parents are informed of school events through our school website, our school newsletter, school flyers, and through Connect-Ed phone messages sent by the principal to Lincoln families.

State Priority: Pupil Engagement

Last updated: 12/23/2019

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 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	0.90%	0.30%	0.10%	3.70%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/23/2019

School Safety Plan (School Year 2019—20)

Our Lincoln School Safety Plan is reviewed and approved each year by our elected School Site Council. The School Safety Plan thoroughly outlines procedures designed to meet the needs of various school emergencies. Included in our School Safety Plan is an updated school map which identifies all classrooms by grade level and teacher, locations of major utilities and shut off valves, as well as entrance and exit gates.

At the beginning of each school year, staff members receive an updated Emergency Procedure Handbook, along with a red emergency bag of supplies and materials that is restocked each school year in the event of an emergency. The Emergency Procedure Handbook is revised each year by the School Safety Committee. It is designed to provide the necessary information for school wide procedures which would effectively and safely meet any emergency situation. Key elements of the handbook include a description of Search and Rescue protocol, lists and duties of school emergency teams, and procedures that ensure the safety of both children and adults. Regularly scheduled emergency and disaster drills for earthquake and fire preparedness are conducted throughout the school year.

Our Lincoln students are supervised on our school playground beginning at 7:45am by credentialed teachers. Recess, lunch and after school dismissal are all supervised by our noon duty aides and members of our support staff. Lincoln School maintains a closed-campus policy that requires all visitors to report and check in through our school office.

Last updated: 12/23/2019

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	2	5	
1	24.00		4	
2	22.00		5	
3	24.00		4	
4	31.00		3	
5	24.00	1	4	
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		5	
1	24.00		4	
2	25.00		4	
3	21.00	2	3	
4	35.00			3
5	22.00	1	4	
6				
Other**	12.00	1		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	5	
1	22.00		5	
2	24.00		4	
3	25.00		4	
4	29.00		4	
5	26.00		4	
6				
Other**	13.00	1		

* 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**
Counselors*	656.00

*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.

**Average Number of Pupils per Counselor

Last updated: 12/23/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	

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

Last updated: 12/23/2019

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	\$4138.05	\$452.28	\$3685.77	\$93808.73
District	N/A	N/A	--	\$84533.00
Percent Difference – School Site and District	N/A	N/A	62.07%	10.40%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	68.28%	13.40%

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

Last updated: 12/23/2019

Types of Services Funded (Fiscal Year 2018—19)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

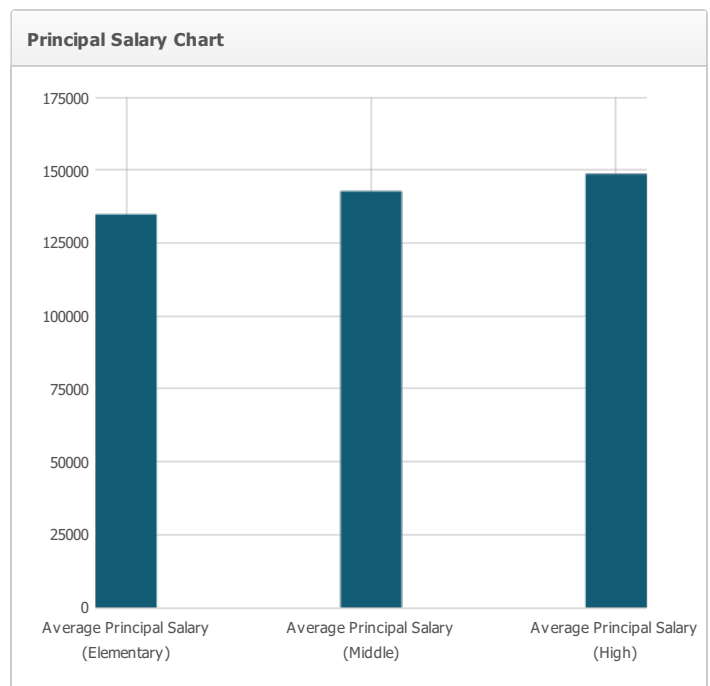
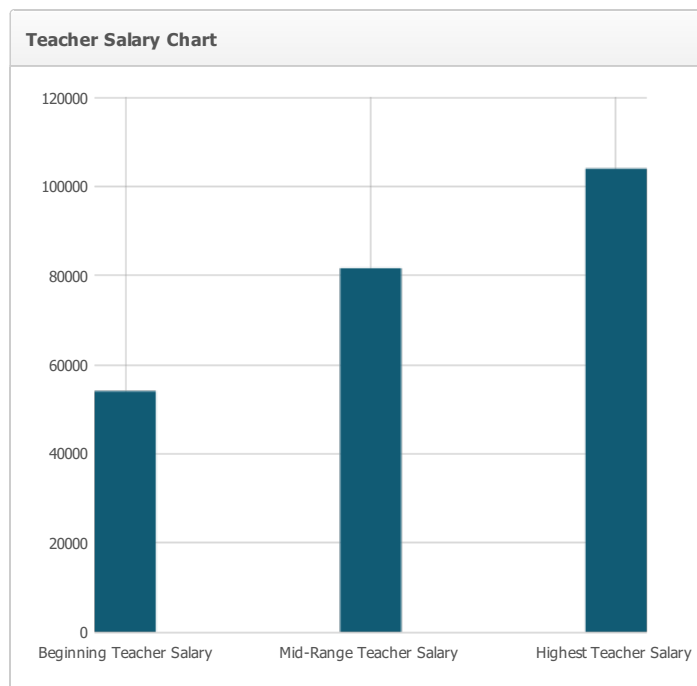
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Last updated: 12/23/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,038	\$51,374
Mid-Range Teacher Salary	\$81,624	\$80,151
Highest Teacher Salary	\$103,963	\$100,143
Average Principal Salary (Elementary)	\$134,799	\$126,896
Average Principal Salary (Middle)	\$142,745	\$133,668
Average Principal Salary (High)	\$148,687	\$143,746
Superintendent Salary	\$261,111	\$245,810
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 12/23/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	95	110	81