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Lost Hills Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/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 http://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

Contact Information (School Year 2016-17)

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	vegrego@losthills.k12.ca.us
Web Site	www.losthills.k12.ca.us
CDS Code	15-63594-6060420

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

School Description and Mission Statement (School Year 2016-17)

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 2015-16 school year, Lost Hills Union School District had a total enrollment of 560 students. Lost Hills Elementary School had a total enrollment of 392 students. Additionally, Lost Hills Elementary School's 2015-16 student population consisted of 99%Socioeconomically Disadvantaged, 75% English Learners, and 4% 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 2015-16)

Grade Level	Number of Students
Kindergarten	79
Grade 1	72
Grade 2	60
Grade 3	61
Grade 4	62
Grade 5	50
Total Enrollment	384

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.5
Filipino	0
Hispanic or Latino	99.2
Native Hawaiian or Pacific Islander	0
White	0.3
Two or More Races	0
Socioeconomically Disadvantaged	99.2
English Learners	88.5
Students with Disabilities	4.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18	11.5	18
Without Full Credential	1	2	8	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	85.7	14.3
All Schools in District	86.8	13.2
High-Poverty Schools in District	86.8	13.2
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Lost Hills Union School District held a Public Hearing in September of 2016 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 2015-16 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 six 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 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 (2016-17), Lost Hills Union School District budgeted $27,504.00 for the deferred maintenance program. This represents .37% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2016				
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			With some heavy rains, we have found some leaks. They are being repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	12	16	17	14	44	48
Mathematics	9	12	10	10	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	59	59	100.0	10.2
	4	64	64	100.0	9.4
	5	50	50	100.0	30.0
Male	3	24	24	100.0	4.2
	4	28	28	100.0	7.1
	5	25	25	100.0	28.0
Female	3	35	35	100.0	14.3
	4	36	36	100.0	11.1
	5	25	25	100.0	32.0
Hispanic or Latino	3	59	59	100.0	10.2
	4	64	64	100.0	9.4
	5	49	49	100.0	28.6
Socioeconomically Disadvantaged	3	58	58	100.0	10.3
	4	63	63	100.0	9.5
	5	49	49	100.0	28.6
English Learners	3	57	57	100.0	10.5
	4	56	56	100.0	3.6
	5	20	20	100.0	5.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	3	40	40	100.0	7.5
	4	41	41	100.0	14.6
	5	29	29	100.0	27.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	59	59	100.0	20.3
	4	64	64	100.0	7.8
	5	50	50	100.0	6.0
Male	3	24	24	100.0	25.0
	4	28	28	100.0	7.1
	5	25	25	100.0	8.0
Female	3	35	35	100.0	17.1
	4	36	36	100.0	8.3
	5	25	25	100.0	4.0
Hispanic or Latino	3	59	59	100.0	20.3
	4	64	64	100.0	7.8
	5	49	49	100.0	6.1
Socioeconomically Disadvantaged	3	58	58	100.0	20.7
	4	63	63	100.0	7.9
	5	49	49	100.0	6.1
English Learners	3	57	57	100.0	21.1
	4	56	56	100.0	7.1
	5	20	20	100.0	
Students Receiving Migrant Education Services	3	40	40	100.0	25.0
	4	41	41	100.0	9.8
	5	29	29	100.0	6.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	33	22	24	41	29	35	60	56	54

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	50	50	100.0	24.0
Male	25	25	100.0	36.0
Female	25	25	100.0	12.0
Hispanic or Latino	49	49	100.0	24.5
Socioeconomically Disadvantaged	49	49	100.0	22.5
English Learners	20	20	100.0	5.0
Students Receiving Migrant Education Services	29	29	100.0	27.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14	30	18

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.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 Wonderful Company.

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.1	0.2	3.0	1.8	0.8	4.4	3.8	3.7
Expulsions	1.6	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	4	5		21	5	3	1	21	5	3	1
1	24	1	27		24	1	25		24	1	25	
2	19	11	24	1	22	1	26		22	1	26	
3	26	1	18		23	1	26		23	1	26	
4	24	8	11	5	23	6	10		23	6	10	
5	18	16	8		22	17	10	5	22	17	10	5
Other	2	26			20	1			20	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	1	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

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	N/A	N/A	$4,542.81	$59,265
Percent Difference: School Site and District	N/A	N/A	0.0	0.3
State	N/A	N/A	$5,677	$60,985
Percent Difference: School Site and State	N/A	N/A	-3.1	-4.6

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

Types of Services Funded (Fiscal Year 2015-16)

Lost Hills Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received state and federal categorical funding for the following support programs:

- Special Education
- 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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,034	$41,085
Mid-Range Teacher Salary	$62,690	$59,415
Highest Teacher Salary	$72,804	$75,998
Average Principal Salary (Elementary)	$103,008	$100,438
Average Principal Salary (Middle)		$101,868
Average Principal Salary (High)		
Superintendent Salary	$137,138	$116,069
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

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 13 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 2015-16 school year included:

- Professional Learning Communities at Work
- Common Core Implementation
- Explicit Instruction to Maximize Student Learning
- Explicit Direct Instruction- English Language Learners Common Core Focus
- Developmental English Proficiency
- English Language Development
- RTi
- Bullying Prevention
- Smarter Balanced Assessment
- Early Literacy

- Next Generation Science Standards