

# Lucas Elementary Dual Language Academy

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Lucas Elementary Dual Language Academy
Street	3500 Rose Ave.
City, State, Zip	Ceres, California 95307
Phone Number	2095561720
Principal	Israel S. Gonzalez, Ed.D.
Email Address	igonzalez@ceres.k12.ca.us
Website	<a href="http://cereslucas.sharpschool.net/">http://cereslucas.sharpschool.net/</a>
County-District-School (CDS) Code	50-71043-0127613

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209-556-1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	<a href="http://www.ceres.k12.ca.us">http://www.ceres.k12.ca.us</a>

### School Description and Mission Statement (School Year 2020-2021)

Lucas Elementary Dual Language Academy is committed to providing a quality, balanced education that promotes academic excellence in both Spanish and English languages in collaboration with home and community. Our school motto, "Valuing bi-literacy today, leading tomorrow" is what we strive to do on a daily basis. Our district mission statement, Committed to Excellence, Responsive to Every Student, reflects the staff's commitment to our profession, which is also reflected in our school's vision/mission of being " committed to academic excellence with high-quality instruction for all students, creating the opportunities to achieve bi-literacy and proficiency in a culturally valued and diverse learning environment; in which students, teachers, and parents believe and support a bilingual education where students are challenged with rigor and high expectations to become leaders of tomorrow."

Lucas Elementary Dual Language Academy is located in the heart of California's Stanislaus County and is surrounded by the suburban community of Ceres. Upon opening its doors on August 14, 2013 with staff and students, it became 1 of 4 fully immersed dual-language schools in the county. With over 99 elementary schools in the area, we are an optional educational opportunity for many students who either walk to and from school or are transported by their parents on a daily basis. Our campus is located on the southwest side of Ceres and it accommodates students from the entire region. Lucas is a Kindergarten through 6th-grade school, of approximately six hundred sixty students. From the first day of school, Lucas Elementary included enough classrooms for four classes of Kindergarten and four 1st grade. Now, we have four classes in each grade level K-3, and 3 in each grade level 4th-6th grade. Lucas Elementary also includes a cafeteria, a bilingual library, and an administration office. The school staff includes a principal, an assistant principal, 27 certificated teachers (of which 18 have a Bilingual credential – BCLAD) one 50% resource specialist with 100% para II, one full-time library clerk daily, a 20% school nurse, a 6-hour health clerk daily, a 25% speech teacher, an office manager, secretary, administrative assistant, 8 instructional paraprofessionals, support staff in our cafeteria, two full-time and two half-time custodians, and crossing/noon duty staff members, and P.E. teachers who provide services 2 days per week for all grades.

The school year consists of 180 instructional days with seven minimum days for parent conferences. The students in first - sixth grades are in school for 310 instructional minutes per day. The kindergarten students are in school for 300 minutes per day all school year. The school has a Parent-Teacher Club that supports extra-curricular programs, classroom budgets, special events, and facilities for the school. The culture is diverse at Lucas Elementary Dual Language Academy of the approximately 664 students which of 51% are English learners (ELs). About 74% of the students receive free or reduced-cost breakfast and lunch, but now all our students receive free lunch due to a grant the district qualified for. School-wide reward systems revolve around a focus on life skills, good behavior, leadership habits, and student greatness. Each month is dedicated to a designated life skill, which is reinforced, by teachers and presenters in our assemblies; students earning class rewards; monthly Owl Pride Assemblies; Students of the Month as well as trimester awards for attendance and academic achievement. Lucas receives supplementary funding from Title I due to being designated as "school-wide" which allows all students to be eligible for services.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	96
Grade 1	96
Grade 2	96
Grade 3	94
Grade 4	96
Grade 5	91
Grade 6	89
<b>Total Enrollment</b>	<b>658</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.3
Hispanic or Latino	91.8
White	6.2
Socioeconomically Disadvantaged	75.4
English Learners	47.3
Students with Disabilities	2.9
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	26	27	617
Without Full Credential	1	1	0	25
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or 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.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%
Foreign Language	Texts from Reading/Language Arts (Adelante), Mathematics (Go Math), History-Social Science are also utilized and purchased in Spanish.	Yes	

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

### School Facility Conditions and Planned Improvements

Although no school was given a score from the facility inspection due to COVID-19, Lucas Elementary was on target to receive a very high score. We pride ourselves in maintaining a clean, safe, and adequate environment for all students and staff. We routinely make our rounds in all areas of the school to improve any areas of need.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 2/26/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Classroom 32: There is disinfectant spray underneath the sink. Classroom 8: There is an unmarked bottle underneath the sink.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	33	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Recognizing that parent involvement is crucial in student education, Lucas Elementary staff is focused on engaging all parents. Prior to COVID school closures, Lucas Elementary staff provided many transition activities, including parent workshops, school tours, and informative parent meetings about our program. Parents were also offered multiple opportunities for family engagement meetings and events throughout the year (Parent Academy, Coffee with the Principal, Parent Tuesdays, Back to School Night, Open House, Chaperones, Parent Conferences, Student Study Team meetings, Parent surveys, Family Engagement meeting, etc.). In order to continue providing our parents and community members with involvement opportunities during these unprecedented times, we have scheduled parent involvement opportunities via ZOOM. Notices of such meetings (Parent Academy, SSC, ELAC, to name a few) are posted in advanced via Parent Square and teachers send messages as well to the parents of their students to remind them of the importance of their involvement. In the 19-20 school year, we began early literacy classes by PIQE for our community. Due to COVID school closures, the classes were put on hold. During the 20-21 school year, the classes resumed via Zoom and our parents completed them this school year by September 2020.

The staff is supported in their educational efforts by the School Site Council (SSC), ELAC and the Parent Teacher Club (PTC). These teams include parents, staff (both certificated and classified), and other community members.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	0.7	10.1	7.0	3.6	3.5
Expulsions	0.0	0.0	0.3	0.3	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	6.2	3.5
Expulsions	0.0	0.4	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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The staff and administration at Lucas Elementary Dual Language Academy are committed to providing a safe and secure environment for students and employees. Our SAFE SCHOOL PLAN is designed to assist staff and students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Additionally, it will assist our school in providing a safe and civil learning environment. This plan has been developed in compliance with California Code of Regulations, Title V, Education, Section 560 and is based on input from administrators, teachers, paraprofessionals, clerical staff, custodians, and other staff, parents, students, and law enforcement representatives. The major goal of this plan is to assist our school site in preparing for the potential of emergency situations.

In order to assess the school's culture, identify the physical needs of the campus, and create a prioritized list of proposed campus improvements, various school/district statistics are reviewed on an annual basis. These statistics are related to the following: attendance, crime, disciplinary measures, counseling services, health services, and student outcomes. The following are strategies and programs implemented in order to help provide and maintain a high level of security:

- Employees are trained on the scenarios addressed in the Comprehensive School Safety Plan
- SRO's are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure traffic flow surrounding the school.
- The Safe and Civil Committee meets to review all safety and security procedures and make any necessary recommendations and changes.
- In order to ensure that students engage in safe behavior, the school continues the implementation of Multi-Tiered Systems of Support in Academics (Response To Intervention {RTI}),
- Behavior (Nurture Heart and Positive Behavior Intervention Supports {PBIS} programs) and Social/Emotional Support (Social Skills Facilitator {SSF} , Student Support
- Specialist {SSS}, Mental Health Clinician).
- Security has been increased by making sure all visitors sign in with the use of Raptor and walk through the main office if they need to be on campus. Prior to entering school grounds, visitors are asked the CDC COVID questions and their temperatures are taken.
- Ongoing assessments of the campus are conducted by the lead custodian, cafeteria personnel, and other staff and reported to Administration.
- All the staff is trained each year on child abuse reporting procedures, blood-borne pathogens.

In order to be compliant in providing and ensuring a safe and orderly school environment conducive to learning (EC 35294.2), Lucas Elementary will focus on the following three components; #1. (Positive School Climate) Promoting and sustaining a positive school climate through the development of a comprehensive program which includes ways that develop a culture which promotes equity, safety, respect and opportunity for all. Through this comprehensive program, Lucas will work with staff, students and parents to create a sense of community, which demonstrates compassionate, responsible, and ethical behavior as a community of learners. This is all supported through a process in building and maintaining a positive and safe school climate which includes Safe and Civil School, Family Engagement, Positive Behavior Intervention Support System (PBIS) and MTSS (Multi-Tiered Systems of Support). #2. (Physical Environment) We are aware that one of the aspects of a safe school environment is the quality of the security and maintenance of the school grounds. The safety and appearance of the school grounds are likely to make an immediate impression on students, parents, and the community. Providing a safe environment allows us to nurture, in each student, the desire to contribute and to make meaning out of life. The opportunity to improve in this area will be based on continuing to create a school environment that is inviting and promotes safety, pride, sense of ownership and freedom from fear. Safe and Civil Schools promotes an annual evaluation of safety preparedness including emergency procedures. Staff and students need to feel adequately prepared to deal with natural disasters, medical emergencies, and student behavior emergencies. The opportunity to improve in this area will be based on ensuring all staff and students are prepared in case of an emergency by conducting monthly fire drills, lock-down drills three times a year and earthquake drills twice year.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		8		24		8		24		8	
1	24		8		24		8		24		8	
2	24		8		24		8		24		8	
3	24		8		23		8		24		8	
4	31		6		30		6		32		6	
5	31		6		30		6		30		6	
6					30		6		30		6	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.6

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,727.18	1,580.77	6,146.41	72,685.34
District	N/A	N/A	7,932.61	\$82,555
Percent Difference - School Site and District	N/A	N/A	-25.4	-12.7

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$84,577
<b>Percent Difference - School Site and State</b>	N/A	N/A	-23.1	-15.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

Lucas Elementary Dual Language Academy receives monies from General, Title 1 and LCAP funding. The funds are used strategically to increase student learning. Title I and LCAP funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, print shop, additional learning and practice opportunities, and extended learning beyond the regular school day, as well as paying for salaries for support staff which directly work with students (administrative assistant, Kinder and intervention paraprofessionals, library media clerk), provide professional development for staff, and provide opportunities for parent engagement.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,950	\$52,484
Mid-Range Teacher Salary	\$81,650	\$81,939
Highest Teacher Salary	\$109,654	\$102,383
Average Principal Salary (Elementary)	\$122,754	\$129,392
Average Principal Salary (Middle)	\$123,185	\$136,831
Average Principal Salary (High)	\$146,921	\$147,493
Superintendent Salary	\$241,034	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. During the 2019-2020 school years, 10 collaboration/early release days, and 5 professional development days were planned. During the 2020-2021 school year, 5 professional development days, 13 grade-level planning sessions, and all early release Wednesdays were utilized for growth, collaboration, and professional development.

At Lucas Elementary, teachers are provided with learning opportunities during staff meetings, release days, on some minimum days and professional development days. Grade Level data is reviewed on a regular basis to trigger staff development plans for professional development days. Differentiated instruction targeted to student need is implemented school-wide in both designated times and integrated throughout the day. The district provides three Professional Development days for our site to focus on professional growth in areas of student achievement. Second language acquisition continues to be a focus, as well as ELD, literacy, math and writing. Substitutes are provided for teachers to have access to district instructional coaches for continued support and content area expertise. Site teachers also participate in lesson study days and district professional development days, as well as conferences during the school year or summer. Teachers collaborate via grade-level meetings, often during their prep time, and other created opportunities during admin to student assemblies and presentations. The professional development Lucas participate in is aligned to the district's strategic plan, as well as specific site needs.