

Lucas Elementary Dual Language Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	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	http://cereslucas.sharpschool.net/
County-District-School (CDS) Code	50-71043-0127613

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	http://www.ceres.k12.ca.us

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

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 it's 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. School staff includes: a principal, an assistant principal, 27 certificated teachers (of which 18 have a Bilingual credential – BCLAD) one 20% resource specialist with 50% para II, one full time library clerk daily, a 20% nurse, a 6 hour health clerk daily, a 25% speech teacher, an office manager, secretary, administrative assistant, five instructional paraprofessionals, support staff in our cafeteria, two and a half custodians, and crossing/noon duty staff members, and P.E. teachers provide services 1 day per week for all primary students and 2 days for intermediate 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, 63% of the students receive free or reduced-cost breakfast and lunch, 54% are English Learners (EL). 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 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	96
Grade 2	94
Grade 3	93
Grade 4	91
Grade 5	89
Grade 6	91
Total Enrollment	650

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.3
Hispanic or Latino	91.2
White	6.3
Two or More Races	0.2
Socioeconomically Disadvantaged	74.3
English Learners	54.5
Students with Disabilities	3.5
Homeless	0.2

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	20	26	26	612
Without Full Credential	2	1	1	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

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.

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

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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, 2019 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	

School Facility Conditions and Planned Improvements (Most Recent Year)

Lucas Elementary scored a 9+ out of 10 on our last facilities inspection. 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 (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2/13/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Classroom 15: There was hand sanitizer from home left out. There were objects underneath the fire extinguisher. Classroom 28: There were objects underneath the fire extinguisher. There was a curtain that was not fire treated. Classroom 3: There were hand sanitizing wipes unlocked underneath the sink Classroom 33: There was a curtain that was not fire treated. Classroom 5: There were chemicals unlocked underneath the sink. There was a rug that was not fire treated. Classroom 9: There was hand sanitizer from home left out. There was an air freshener from home left out.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	53	40	42	38	50	50
Mathematics (grades 3-8 and 11)	23	33	25	25	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	368	99.46	0.54	39.95
Male	166	164	98.80	1.20	35.37
Female	204	204	100.00	0.00	43.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	335	333	99.40	0.60	37.54
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	64.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	286	284	99.30	0.70	36.97
English Learners	225	223	99.11	0.89	35.43
Students with Disabilities	14	13	92.86	7.14	15.38
Students Receiving Migrant Education Services	15	15	100.00	0.00	46.67
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	368	99.46	0.54	33.24
Male	166	164	98.80	1.20	34.15
Female	204	204	100.00	0.00	32.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	335	333	99.40	0.60	30.03
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	66.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	286	284	99.30	0.70	30.04
English Learners	225	223	99.11	0.89	26.91
Students with Disabilities	14	13	92.86	7.14	15.38
Students Receiving Migrant Education Services	15	15	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.3	27.0	20.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Recognizing that parent involvement is crucial in student education, Lucas Elementary staff is focused on engaging all parents. The Lucas Elementary staff provides many transition activities, including parent workshops, school tours, and informative parent meetings about our program. Parents are 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). 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. This year we will also bring back classes of PIQE for our community. Early literacy will be the focus for these classes.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	0.7	0.1	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 school has continued to implement a Safety Student Patrol (Owl Patrol) to help with the crossing of students, parents, staff, and visitors in the morning and dismissal at both our Drop Off and Pick Up zones. Owl Patrol consists of students and a supervising adult.
- 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 has implemented 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 parents of Pre-School through 6th grade students sign in and walk through the main office.
- 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). #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. #3. (Disaster Preparedness) 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, as well as lock-down and earthquake drills twice or three times a 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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		24		8		23		8	
4	31		6		31		6		30		6	
5					31		6		30		6	
6									30		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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7118.14	1439.61	5678.54	64550.12
District	N/A	N/A	7103.79	\$78,954.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-22.3	-20.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-27.7	-23.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	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 profession development opportunities for staff. During the 2017-2018 school year, the Lucas had 5 professional development days. During the 2018-2019 school year, 10 collaboration/early release days and 5 professional development days were planned. During the 2019-2020 school year 5 professional development days and 10 collaboration/early release days have been planned.

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 on a daily basis 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.