



# Daniel E. Lewis Middle School

900 Creston Road • Paso Robles, CA 93446 • 805-769-1450 • Grades 6-8

Erin Haley, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Paso Robles Joint Unified School District

800 Niblick Rd

Paso Robles, CA 93446

(805) 769-1000

www.pasoschools.org

#### District Governing Board

Stephanie Ulibarri, Board President

Chris Arend, Board Clerk

Joel Peterson, Trustee

Chris Bausch, Trustee

Lance Gannon, Trustee

Tim Gearhart, Trustee

Joan Summers, Trustee

#### District Administration

Dr. Curt Dubost  
Superintendent

Jennifer Gaviola  
Deputy Superintendent/Title 9

Carol Kenyon  
Chief Academic Officer

Brad Pawlowski  
Chief Business Officer

Dr. Joseph Williams  
Director of Student Services

Nelson Payton  
Director of MOFT

Terry Hollen  
Director of Special Education

Dana Budd  
Director of Curriculum and  
Instruction

### School Description

#### Principal's Message

Welcome Leopard Families and Friends,

In alignment with our District belief that Every Student will have Success, we believe in the importance of meeting both the academic and social/emotional needs of our students. We are committed to maintaining a safe environment which empowers, challenges, and connects every student to (at least) one of our many programs including clubs, athletics, drama, dance, and music. We recognize that middle school years can be a difficult yet critical time in which students are forming values and habits which largely impact their development as young adults. We are excited to celebrate Silver model status in our fourth year implementation of Positive Behavior Intervention Supports (PBIS). We implement a proactive approach to establishing the behavioral supports and social culture for all students which encourages and promotes respect and ownership for our behavior and learning on campus. Lewis Middle School is known for pride in our SPOTS (Success, Positive Attitude, Ownership, Teamwork, Safety Minded). We are immensely grateful and proud of our PTO/DELL organization which consists of many parents and volunteers who assist in the office and organize fund raisers, dances, assemblies, field trips and much more. As we launch our 2019-2020 school year, consider getting involved in our PTO/DELL! For further information, please email Dellpto@gmail.com or stop by the Lewis Middle School office. We welcome all of our Leopard families for lunch with your student on the second Tuesday of every month (make sure to check into the office first). You can enjoy a brown bag lunch or bring your child their favorite food.

#### District Vision

Every student will be prepared for success in college, career, and community.

#### School Profile

Daniel E. Lewis Middle School is located in the central region of Paso Robles and serves students in grades six through eight following a traditional calendar. At the beginning of the 2019-20 school year, 804 students were enrolled, including 13.18% in special education, 10.57% qualifying for English Language Learner support, and 41.54% qualifying for free or reduced price lunch.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	271
Grade 7	270
Grade 8	250
Total Enrollment	791

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.1
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.1
White	44.8
Two or More Races	1.5
Socioeconomically Disadvantaged	47.4
English Learners	8.6
Students with Disabilities	12.4
Foster Youth	0.4
Homeless	1.6

## 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 for Daniel E. Lewis Middle	17-18	18-19	19-20
With Full Credential	35	35.5	32
Without Full Credential	1	0	4
Teaching Outside Subject Area of Competence	0	0	8

Teacher Credentials for Paso Robles Joint	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Daniel E. Lewis Middle School

Indicator	17-18	18-19	19-20
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)**

All textbooks used in the core curriculum at Daniel E. Lewis Middle School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science). On Tuesday, October 11, 2016 the Paso Robles Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 11-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-2020 school year, Paso Robles Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

**Textbooks and Instructional Materials****Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	2015, Amplify, Amplify ELA - CA 2015, HMH, Read 180 Universal 2015, William H Sadlier, Sadlier Oxford Vocabulary  2015, Amplify, Amplify ELD - CA 2015, HMH, English 3D 2015, HMH, System 44  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	2014, McGraw-Hill, CA Middle School Math Course 1-3 2014 McGraw-Hill, CA Accelerated Math 2015, HMH, BIG IDEAS  2015, Mind Institute, ST Math 2015, Voyager, Transmath 2013, HMH, Math 180 2015, McGraw-Hill, Aleks  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	2007, Pearson, CA Science: Focus on Earth; Focus on Life; and Focus on Physical Science, Grades 6-8 2015, Science Bits, Science Bits 2018, Accelerate Learning: STEMScopes  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	2018, McGraw Hill, CA Impact Ancient Civilizations 2018, McGraw Hill, CA Impact Medieval and Early Modern Times 2018, McGraw Hill, CA Impact United States History and Geography, Growth and Conflict  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	2015, HMH, Asi se Dice! Level 1 (Spanish) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Daniel Lewis Middle School original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition re completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

No information on current report

- Installation of ice maker.
- Roof and leak repair.
- Rekey of main office building.
- New landscaping

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to George H. Flamson Middle School. The day custodian is responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Gym is missing floor tiles on mezzanines and ceiling tiles are damaged.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	49	49	48	50	50
Math	41	41	36	36	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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	70.1%	53.9%	24.1%

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	771	757	98.18	49.41
Male	406	398	98.03	44.97
Female	365	359	98.36	54.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	387	381	98.45	40.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	353	346	98.02	59.54
Two or More Races	13	13	100.00	53.85
Socioeconomically Disadvantaged	370	361	97.57	38.78
English Learners	209	207	99.04	34.78
Students with Disabilities	94	89	94.68	10.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	29	28	96.55	3.45

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	774	760	98.19	40.79
Male	409	401	98.04	40.40
Female	365	359	98.36	41.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	389	384	98.71	32.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	353	345	97.73	50.14
Two or More Races	13	13	100.00	53.85
Socioeconomically Disadvantaged	370	362	97.84	30.11
English Learners	209	207	99.04	22.71
Students with Disabilities	94	90	95.74	7.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	29	28	96.55	3.45

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.

## 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)

Welcome Parents!

We believe that parent involvement in their children's education can be one of the biggest predictors of student success. Here at Lewis Middle School, we welcome your participation in your child's learning experience and seek to strengthen the home-to-school connection. Our desire is to provide multiple opportunities to increase family engagement.

#### Step 1: Be Informed

We try to maintain an up-to-date parent experience via our Leopard News feature on our Lewis homepage which is also emailed to all parents each month. We offer informational Parent Nights throughout the year as well as our Daily Bulletin - make sure you subscribe to receive it every morning!

Daily Bulletin

#### Step 2: Stay connected

Make sure your contact information is current via our Aeries Parent Portal as well as track your child's progress and grades.

Aeries Parent Portal

#### Step 3: Get Involved

Through our PTO/DELL organization and our Parent Advisory Committee, as well as ELAC, we strive to allow parents to become an integral part of our school. Additionally, we have added a School Site Council which advises and approves our Single School Plan. We welcome all parents to get involved and provide feedback in the instructional plans at Lewis Middle School.

#### Step 4: Attend School Events

We invite parents to attend a variety of events throughout the year such as our Visual and Performing Arts performances, athletic events, and informational meetings regarding happenings on campus or high-interest topics for parents of middle school students. Along with emails to our parents, these events can be found on our school calendar which is located on the school webpage.

For more information on how you can get involved, please contact our office directly at (805) 769-1450.

#### 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.

#### School Safety Plan

The Comprehensive School Site Safety Plan was developed for Daniel Lewis Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff by December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.6	6.0	9.1
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.7	5.2	6.7
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

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

Title	Ratio
Academic Counselor*	791.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.4
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.



#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	28	6	31	4	28	7	37	9	27	11	32	12
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	8	16	1	22	9	16	1	22	9	15	1
Mathematics	26	5	16	1	24	7	14	3	23	8	13	3
Science	28	2	17		28	2	16	1	28	2	11	5
Social Science	30	1	9	7	30		16	1	31		10	6

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Given the shift to California Common Core State Standards and the rollout of 1:1 devices for every student at Daniel E. Lewis Middle School this year, the major areas of focus have been in those areas.

More specifically,

21st century learning skills as well as incorporation of google classroom, nearpod, and other highly effective digital learning tools

Digital literacy

Incorporation of depth of knowledge, higher order thinking skills, and rigorous lesson objectives which align with student work and short/long-term lesson plans

The newly adopted testing program NWEA MAP assessment to measure student's progress toward targeted skill areas.

Web-based Amplify curriculum being utilized in all 6th-8th grade English classrooms

Professional development with our physical education teachers specific to rigorous lesson design which incorporate physical education standards and maximum student engagement and monitoring of student progress/growth

CAASPP test, structure, and strategies for student preparation

Coteach support within coteach teams and overall staff education regarding transition to full-inclusion

Science conference specific to new curriculum for sexual health education

Best first teaching and integration with technology

Growth mindset vs. fixed mindset within our teaching practice and expectations of students

These areas of focus were selected via collaboration of district administrators and the focus on alignment of high-quality instruction to district goals as well as teacher surveys.

Professional development in the listed areas for the 2019-2020 school year is delivered through six district-provided professional development days as well as Wednesday early-release collaboration days and monthly staff meetings. Delivery methods are administered via individual mentoring provided by site administration, district support staff, and company representatives (specific to Amplify and NWEA MAP). Support toward the implementation of those listed items is ongoing via our district coaches in the ELA and math departments as well as site administration and district support staff such as the GATE Tosa, Supervisor of Educational Technology, and District ELD Coordinator.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,923	\$49,084
Mid-Range Teacher Salary	\$68,893	\$76,091
Highest Teacher Salary	\$89,218	\$95,728
Average Principal Salary (ES)	\$103,997	\$118,990
Average Principal Salary (MS)	\$105,076	\$125,674
Average Principal Salary (HS)	\$111,616	\$137,589
Superintendent Salary	\$211,658	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

On an annual basis, Paso Robles Unified School District submits the application for funding consolidated categorical aid programs, commonly called the ConApp (short for Consolidated Application). The application is submitted in two parts: Part I, which contains program and demographic information, is submitted each year by June 1; Part II, which contains the budget information and additional program data, is submitted each year by January 31. The categorical programs included in the application are Title I, Part A – Improving the Academic Achievement of the Disadvantaged; Title I, Part C – Migrant Education; Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals; and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

The 2013-14 California Department of Education (CDE) budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs. The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

The Local Control Accountability Plan (LCAP) is an important component of the LCFF. Under the LCFF, all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. PRJUSD continues to work with all stakeholder groups in holding various district and school committee meetings and forums designed to gather information on various specific areas of importance. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. District plans will also demonstrate how the district's budget will help achieve the goals and assess each year how well the strategies in the plan were able to improve outcomes. PRJUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Paso kids! PRJUSD is proud and pleased to offer a variety of parental involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines.

Such advisory committees in the PRJUSD include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- District Parent Advisory Committee (PAC)
- District English Learner Advisory Committee (DELAC)
- Dual Immersion Parent Advisory
- Career Technical Education Advisory

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,696	\$1,086	\$5,609	\$58,464
District	N/A	N/A	\$5,966	\$72,718.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.2	-21.7
School Site/ State	-28.9	-28.7

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.

We encourage all parents and guardians to become involved with their child's education at the classroom, schoolwide and district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs and services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. If you would like additional information on any of the district parent councils or committees, please call your child's school. The principal, guidance specialist (GS), counselor or vice principal would be happy to assist you; or you may go to [www.pasoschools.org](http://www.pasoschools.org).

District English Learner Advisory Committee: Whenever there are 51 or more English learner students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently, the DELAC bylaws require each DELAC representative to be: 1. a parent or guardian of an English learner or former English learner (i.e., a reclassified fluent English proficient student) currently enrolled at the site he or she represents; and 2. elected to serve as the DELAC representative by the site ELAC.

The following is an overview of the categorical funding and programs in PRJUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings. Rationale General district funds provide support for the district's base/core curriculum program. Some children have special characteristics not reflective of the general school population that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy: All PRJUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

#### Categorical Program Descriptions

1. After School Safety and Education Funds (ASES): This state-funded and administered program provides three-year grant funding to establish or expand after-school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to improve academic achievement and provide enrichment opportunities that reinforce and complement the academic program.
2. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): This federally funded program provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. Title I, Part C (Migrant Education Program): This federally funded program focuses on providing services for migratory students and their families.
5. Title II, Part A (Preparing, Training and Recruiting High-Quality Teachers and Principals): This federally funded program focuses on teacher and principal training and recruitment programs.
6. Title III (Language Instruction for English learners and Immigrants): This federally funded program focuses on assisting school districts in teaching English to limited-English-proficient students (English learners) and immigrants and helping these students meet the same challenging state standards required of all other students.

The goal of the PRJUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school or the PRJUSD Department of Student Services at (805)769-1000, additional information may be found at [www.pasoschools.org](http://www.pasoschools.org)

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	3.43
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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.