Lost Hills Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Lost Hills Elementary School
Street	14821 Primary Court
City, State, Zip	Lost Hills, CA 93249
Phone Number	661.797.2632
Principal	Veronica Sanchez-Gregory
Email Address	vegrego@losthills.k12.ca.us
School Website	www.losthills.k12.ca.us
Grade Span	K-5
County-District-School (CDS) Code	15-63594-6060420

2025-26 District Contact Information

District Name	Lost Hills Union School District
Phone Number	(661) 797-2941
Superintendent	Harrison Favereaux
Email Address	hafaver@losthills.k12.ca.us
District Website	www.losthills.k12.ca.us

2025-26 School Description and Mission Statement

Mission:
At Lost Hills Union School District, we are fully committed to ensuring students become self-motivated, critical thinkers, and productive members of society, through high expectations in collaboration with parents and community.

Vision:
The Vision of Lost Hills Union School District is to create highly successful schools where students achieve academic excellence in a safe, supportive environment.

2025-26 School Description and Mission Statement

Core Beliefs:
We believe that:
* Lost Hills Union School District is essential to our community's growth;
* Our principal, teachers, and staff make the critical difference in student achievement;
* We are responsible for building and maintaining high performing schools that ensure all students will successfully acquire the knowledge, skills, and values necessary for success;
* Engaging the students' families and the community in the education process enhances learning and academic achievement; and
* Building positive relationships and cultural understanding will create a welcoming, safe learning environment for all students, parents, and staff.

Superintendent's Message:
Our district takes pride in an exceptional educational experience for every student. This achievement is made through the dedication, commitment, and hard work of our scholars, staff, and families. As we continue our mission to nurture each child's academic and personal growth, we are deeply appreciative of the ongoing partnership and support of our parents and community.

Looking ahead, our focus remains unwavering, ensuring that every student reaches their highest potential. We will continue to set ambitious goals, uphold high standards, and provide the tools, opportunities and encouragement our scholars to succeed in an ever-changing world.

Beyond academics, the safety and well-being of our students remain at the heart of our work. We are committed to creating schools that are safe and welcoming places where every student feels respected, supported, and inspired to learn. Our dedicated staff work tirelessly to provide the resources and guidance that help students thrive both in and out of the classroom.

We also recognize that vital role of our educators, who are the foundation of our success. Their passion and professionalism drive the quality of learning across our schools. As a district, we are committed to supporting their continuous growth through professional learning, collaboration, and development opportunities. By investing in our teachers and staff, we invest in the future of our students.

Finally, I want to Express my sincere appreciation to our parents and guardians. Your engagement, encouragement, and partnership are essential to our student's success. Together, we continue to build a strong, connected school community, one that empowers every learner to grow, achieve, and excel.

Harrison Favereaux, CAO

Community and District Profile
The Lost Hills Union School District (LHUESD) was formed in 1940 from antecedents dating to 1885. Located in rural northwestern Kern County, approximately 45 miles from the central Bakersfield area. The district covers 501 square miles and is composed of mostly large farms. In 2018, the district adopted the community school approach to provide whole-child supports around: (1) early childhood education; (2) expanded learning; (3) math instruction; (4) family and community engagement; and (5) social and health services. This model is in collaboration with neighboring rural districts with our LHUESD serving as the lead agency.

The LHUESD maintains two schools, Lost Hills Elementary School (grades TK-5), and A.M. Thomas Middle School (grades 6-8). During the 2024-25 school year, Lost Hills Union School District had a total enrollment of 283 students. Lost Hills Elementary School had a total enrollment of 193 students. Additionally, Lost Hills Elementary School's 2024-25 student population consisted of 98.5% Hispanic, 98.5% Socioeconomically Disadvantaged, 54.7% English Learners, 60% Migrant, and 8% Students with Disabilities.

The staff at Lost Hills Elementary School is dedicated to providing students a challenging academic program that promotes individual and community responsibility. Each year our students gain experiences that prepare them to become successful contributors to society.

The goal at Lost Hills Elementary School is to provide an excellent education through our dedicated teachers and administration.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	24
Grade 2	30
Grade 3	34
Grade 4	34
Grade 5	34
Total Enrollment	201

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	1
Hispanic or Latino	98.5
White	0.5
English Learners	54.7
Migrant	51.2
Socioeconomically Disadvantaged	98.5
Students with Disabilities	8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.4	65.85	9.1	64.69	234405.2	84
Intern Credential Holders Properly Assigned	1.4	14.33	1.4	9.94	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	18.6	3.4	24.52	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.12	0.1	0.78	15831.9	5.67
Total Teaching Positions	9.8	100	14.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.4	71.66	9.3	65.82	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	28.34	4.2	29.95	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	4.16	14303.8	5.15
Total Teaching Positions	10.3	100	14.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.5	72.99	8.8	66.87	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	18.78	3	22.97	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0.8	8.13	1.3	10.09	13705.8	4.91
Total Teaching Positions	10.3	100	13.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.80	2.9	1.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	2.9	1.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.8	26.2	17.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lost Hills Union School District held a Public Hearing in September of 2025 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

There is an adequate supply of textbooks for every student, including English Language Learners. Instructional materials for health, as well as science equipment are aligned with state standards and there is a sufficient supply. The chart below reflects the textbooks in use at Lost Hills Elementary during the 2024-25 school year.

The library is stocked with thousands of books that are available for students to check out. The library is staffed by a part time library clerk. Students visit the library on a regular basis and may also visit the library before and after school. The library contains six desktop computers that allow students to check out books and research information. In addition, Kern County provides a mobile book library that visits the Lost Hills Union School District once a week for half a day.

There is a computer lab on campus with 30 computers, and each student has his/her own Chromebook. Students receive computer-assisted instruction on a weekly basis. Students have been trained on a variety of software programs including, Illuminate, Accelerated Reader Accelerated Math, and Illuminated. ELL students have access to specific software that helps boost basic English skills.

Each classroom at Lost Hills Union School District has Internet access, and all teachers have their own computer. Teachers have access to a variety of audio and visual resources to enhance students' time spent in the classroom.

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading Common Core Program 2013	0
Mathematics	Great Minds- Eureka Math (TK-5) 2019	0
Science	Houghton Mifflin (K-5) 2007	0
History-Social Science	Pearson, Scott, Foresman (K-5) 2006	0

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

School Facility Conditions and Planned Improvements

The Lost Hills School District places a strong emphasis on ensuring the safety of all students and staff members. The school's maintenance/ custodial staff of five keeps the facilities in compliance with all federal and state health and safety regulations. The TK-8 campus is currently comprised of 33 classrooms, one staff room, a library, a multipurpose room, a media learning center, a fitness center, a computer lab, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

Cleaning Process
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The the maintenance coordinator works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time this report was published, 100% of restrooms on campus were in good working order.

Deferred Maintenance Budget
Lost Hills Union School District participates in the School Deferred Maintenance Program. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the current school year (2025-26), Lost Hills Union School District budgeted $115,099.00 for the deferred maintenance program.

Year and month of the most recent FIT report	June 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	41	44	44	47	48
Mathematics (grades 3-8 and 11)	27	36	24	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	94	94.95	5.05	41.49
Female	48	44	91.67	8.33	45.45
Male	51	50	98.04	1.96	38.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	98	93	94.90	5.10	40.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	48	90.57	9.43	18.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	91	95.79	4.21	42.86
Students Receiving Migrant Education Services	46	42	91.30	8.70	45.24
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	94	94.95	5.05	36.17
Female	48	44	91.67	8.33	29.55
Male	51	50	98.04	1.96	42.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	98	93	94.90	5.10	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	48	90.57	9.43	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	91	95.79	4.21	35.16
Students Receiving Migrant Education Services	46	42	91.30	8.70	38.10
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20	21.43	17.86	20.37	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	28	90.32	9.68	21.43
Female	16	14	87.50	12.50	28.57
Male	15	14	93.33	6.67	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	17	14	82.35	17.65	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	27	90.00	10.00	22.22
Students Receiving Migrant Education Services	15	12	80.00	20.00	33.33
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and community members play an essential role in supporting the educational program at Lost Hills Elementary School. Families are actively engaged in a variety of school activities, volunteering in classrooms, assisting with special events and fundraisers, and serving as chaperones on field trips.

Parents also have multiple opportunities to participate in school and district decision making through committees such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (MPAC).

Throughout the year, families are invited to attend many schoolwide events, including Back-to-School Night, Open House, Parent-Teacher Conferences, Awards Assemblies, athletic and extracurricular activities, the Fall Parade, the Winter Program, and Parent Education Workshops. These events strengthen communication and promote meaningful connections between home to school.

The school maintains communication with parents regarding student progress through Progress Reports, Report Cards, Scheduled or requested Parent-Teacher Conferences, letters from teachers or administrators, and regular phone calls.

Lost Hills Union School District is fortunate to partner with several community organizations and local businesses that support school programs and activities. Contributors include Chevron, CRC, Gutierrez Tires, VB Auto Truck & Diesel Repair, SoCal Gas, and the Wonderful Employee Giving Program.

Contact Person: Verónica Sánchez-Gregory
Principal

Contact Phone Number: (661) 797-2632

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	210	208	27	13.0
Female	97	97	10	10.3
Male	113	111	17	15.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	204	27	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	122	121	12	9.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	207	205	27	13.2
Students Receiving Migrant Education Services	98	98	7	7.1
Students with Disabilities	20	18	3	16.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	1.32	0.65	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Lost Hills Elementary School maintains a comprehensive School Safety Plan designed to ensure a safe, orderly, and clean environment for all students, staff, and visitors. The plan includes policies and procedures related to emergency preparedness, crisis response, child abuse reporting, suspension/expulsion, safe ingress and egress, visitor management, and school climate.

The School Safety Plan is reviewed and updated annually each fall by the School Safety Committee. This committee includes the Superintendent, Assistant Superintendent, Principal, maintenance and custodial staff, selected teachers and support staff, and student representatives. Revisions are shared with all staff, and the plan is submitted to the district office in accordance with state requirements.

Emergency preparedness is a priority at Lost Hills Elementary School. The disaster plan outlines clear procedures for responding to a variety of emergencies, including fire, earthquake, lockdown/intruder situations, shelter-in-place, and evacuation. Required emergency drills, such as fire, earthquake, intruder/lockdown, and full evacuation, are conducted on a monthly basis to ensure that students and staff are familiar with safety protocols.

Student supervision is a key component of campus safety. Staff members, including teachers, administrators, and yard duty supervisors, actively monitor students before school, during recess and lunch, and after dismissal.

To maintain a secure campus, all visitors are required to check in at the main office, sign in and out, and wear a visitor badge at all times while on school grounds. The school also maintains locked perimeter gates during instructional hours and utilizes clear procedures for parent pick-up and drop-off to support safe ingress and egress.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5	0	0
1	14	13	0	0
2	17	15	0	0
3	21	2	6	0
4	23	1	6	0
5	23	1	6	0
6	0	0	0	0
Other	9	10	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2	0	0
1	14	13	0	0
2	15	13	0	0
3	16	14	0	0
4	21	2	6	0
5	24	2	6	0
6	0	0	0	0
Other	10	8	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	1	
1	12	13		
2	15	12		
3	15	15		
4	26	3		6
5	24	4		6
Other	6	9		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,236	$4,213	$6,023	$63,511
District	N/A	N/A	$6,023	$72,205
Percent Difference - School Site and District	N/A	N/A	0.0	-2.2
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-56.5	-22.3

Fiscal Year 2024-25 Types of Services Funded

Lost Hills Union School District receives state and federal categorical funding for special programs. For the 2024-25 school year, the district received state and federal categorical funding for the following support programs:

- Title I Part A: Basic Grant
- Title II Part A: Teacher Quality
- Title III Part A: Immigrant
- Title III Part A: LEP
- Title IV: ESSA
- Migrant Education
- Special Education
- California Community Schools Partnership Program
- State Preschool Program
- Expanded Learning Opportunity Program

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$55,248
Mid-Range Teacher Salary		$80,746
Highest Teacher Salary		$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary		$155,954
Percent of Budget for Teacher Salaries	14.97%	25.26%
Percent of Budget for Administrative Salaries	7.05%	6.12%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past seven years, the district offered five staff development days and 9-part day development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development for 2024-25 school year included:

- RTi

* DIBELS Mathematics
* DIBELA ELA
* Fab Four Literacy Strategy
* Close Reading Literacy Strategy
* Read Draw Write Math Strategy
* Writing
* 95% Group
* School Climate
* Positive Behavior Intervention System

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6