



Oasis Continuation High School

2016-2017 School Accountability Report Card

Kingsburg Joint Union High School District

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

School Profile (School Year 2017-18)

Oasis Continuation High is one of three high schools in the Kingsburg Joint Union High School District and the only continuation high school. Curriculum is focused on the California Standards in each content area. The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English class, the study of cultures, histories and influences in World History.

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	5.3%
Hispanic or Latino	84.2%
White	10.5%
EL Students	15.8%
Socioeconomically Disadvantaged	78.9%
Students with Disabilities	21.1%

Enrollment By Grade (School Year 2016-17)

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
9th	2		
10th	13	8	14
11th	14	15	12
12th	13	13	12

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	4	4	4	62
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2017-18)

Kingsburg Joint Union High District held a public hearing on October 11, 2017, 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 December 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lac
7th-12th	Earth Science	Prentice Hall	2006	Yes	0.0
7th-12th	Health	Glencoe/McGraw Hill	1995	Yes	0.0
7th-12th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2001	Yes	0.0
7th-12th	Mathematics	Holt, Rinehart & Winston	1998	Yes	0.0
7th-12th	Mathematics	Prentice Hall	2001	Yes	0.0
7th-12th	Reading/Lang Arts	Glencoe (MacMillan/McGraw Hill)	2002	Yes	0.0
7th-12th	Reading/Lang Arts	McDougal Littell	2002	Yes	0.0
7th-12th	Reading/Language Arts	Glencoe/McGraw Hill	2005	Yes	0.0
7th-12th	Science	Prentice Hall	2001	Yes	0.0
7th-12th	Science	Prentice Hall	2004	Yes	0.0
7th-12th	Social Science/History	Glencoe (MacMillan/McGraw Hill)	2006	Yes	0.0
7th-12th	Social Science/History	Glencoe (MacMillan/McGraw Hill)	2006	Yes	0.0
7th-12th	Social Science/History	Prentice Hall	2006	Yes	0.0
7th-12th	Social Science/History	Prentice Hall	2007	Yes	0.0
7th-12th	United States Government	Pearson/Prentice Hall	2006	Yes	0.0

School Facilities (School Year 2015-16)

Oasis Continuation High was originally constructed in 1994 and is comprised of 4 classrooms, 1 computer lab and 1 staff lounge.

Cleaning Process: The principal works daily with the custodial staff of 5 (4 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Data displayed in the chart was collected in December 2017.

School Facility Conditions				
Date of Last Inspection: 12/01/2017				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	--	29	--	55	70	--	48	48
Mathematics (Grades 3-8 and 11)	--	--	6	--	27	38	--	36	37
Science (Grades 5, 8, and 10)	18	20	--	46	59	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	17	17	100.00	29.41	17	100.00	5.88
Male	15	15	100.00	26.67	15	100.00	6.67
Hispanic or Latino	13	13	100.00	23.08	13	100.00	7.69
Socioeconomically Disadvantaged	13	13	100.00	38.46	13	100.00	7.69

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

UC/CSU Course Completion

Students at Oasis Continuation High are encouraged to take University of California/California State University (UC/CSU) A to G preparatory courses in order to provide them with the option to attend a four-year university. All students must pass each course with a grade no lower than a 'C'. It is our goal to ensure that all students have as many post secondary options as possible and by insisting on a rigorous curriculum for all students hope to increase each students options upon high school graduation.

To view the courses that are on the UC/CSU A-G list you may log on to www.ucop.edu/doorways/list

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)	36.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	-

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs (School Year 2016-17)

The career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at our school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including our our-year career education curriculum provided by our College and Career Center technician expert. Currently, Oasis High School does not have any CTE programs.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, each school is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oasis Continuation High at (559) 897-3880.

Parent Involvement (School Year 2015-16)

Oasis Continuation High greatly benefits from its supportive parents who generously give of their time and support their student's success. Each parent knows that they can contact the school and they are willing to make appointments with administration and school staff at any time. Some of the reasons that parents participate include; WASC committees, student recognition breakfast's and quarterly bbqs.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates and graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Oasis Continuation High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: academic and personal counseling, academic interventions. We also offer flexibility for students to earn a diploma through one of our three programs: Continuation High School, Independent Study Program, and Adult Education.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School			22.2%	0.0%	0.0%	66.7%
District	6.5%	7.9%	3.9%	92.8%	90.3%	95.0%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

Completion of High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements.

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

Completion of High School Graduation Requirements			
	School	District	State
All Students	46.2%	93.4%	87.1%
Hispanic or Latino	55.6%	93%	84.6%
White	25%	92.8%	91%
Socioeconomically Disadvantaged	45.5%	92.4%	85.5%

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Oasis Continuation High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is reviewed and updated annually. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to report directly to the office upon entering campus. The last safe school plan was done in March, 2017.

Discipline & Climate for Learning

Students at Oasis Continuation High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Oasis Continuation High discipline program is to provide an environment that is safe and conducive to learning. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook which is sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during staff/student/parent breakfasts that are held each semester to celebrate student achievement and other student based incentives that celebrate student achievement. Oasis High School is a PBIS Gold school. The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	16.42	12.90	16.39	19.40	1.61	1.64
District	3.52	3.81	3.12	1.10	0.32	0.25
State	3.79	3.65	3.65	0.09	0.09	0.09

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017-18 school year. LEAs and schools that received Title I, Part A funds for the 2016-17 school year and were "In PI" in the 2016-17 school year will retain their same PI status and placement year for 2017-18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017-18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funds for the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2012-2013
Year in PI		Year 3
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	50.0%

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17	15	16	17
By Subject Area												
English	12	11	14	11	4	5	-	-	-	-	-	-
Mathematics	11	10	-	9	6	-	-	-	-	-	-	-
Science	13	12	14	2	1	1	-	-	-	-	-	-
Social Science	11	12	15	7	5	3	-	-	-	-	-	-

Advanced Placement Classes (School Year 2016-17)

Oasis Continuation High encourages students to continue their education past high school. Oasis Continuation High does not offer Advanced Placement (AP) courses. This is due to the fact that as a continuation high school our focus is working with students that are deficient credits still have the opportunity to earn a high school diploma.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Kingsburg and Selma, which contain numerous computer workstations.

Counseling & Support Staff (School Year 2016-17)

It is the goal of Oasis Continuation High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:20. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2
Assistant Principal	2	2
Athletic Director	1	.5
Attendance Clerk	2	2
Band/Music Director	1	1
Bilingual Aide	1	1
Career Guidance Technician	1	1.0
Categorical Programs Facilitator	1	.2
Drama Coach	2	.2
Librarian/library media teacher	1	1
Paraprofessionals	5	2.5
Physical Education Teacher	3	2.75
Positive Attitude Adjustment Center Aide	2	1
Psychologist	1	.2
Registrar	1	1
Resource Specialist Program (RSP) Teacher	2	1.5
RSP Paraprofessional	3	1.5
Speech Therapist	1	.2
Student Activities Director	1	.2
Technology Coordinator	1	.2

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 30 days to staff development annually for the past three years. Topics for staff development included: Common Core State Standards, reading across the curriculum, technology in the educational setting, differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days to staff development annually.

School Site Teacher Salaries (Fiscal Year 2015-16)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$77,619
District	\$78,441
Percentage of Variation	-1%
School & State	
All High School Districts	\$77,535
Percentage of Variation	0.1%

Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$48,407	\$46,060
Mid-Range Teachers	\$71,282	\$70,769
Highest Teachers	\$94,553	\$98,039
High School Principals	\$126,892	\$127,576
Superintendent	\$164,290	\$170,379
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	33.0%
Administrative Salaries	7.0%	6.0%

District Expenditures (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$16,762
From Supplemental/Restricted Sources	\$8,720
From Basic/Unrestricted Sources	\$8,042
District	
From Basic/Unrestricted Sources	\$8,042
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	22.3%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, the district receives state and federal funding for the following categorical funds and other support programs:

Title I	Title II, Part A
Special Education	VEA
Lottery	Ag Incentive
California Clean Energy	Educator Effectiveness Funding
Career Technical Education	College Readiness