Lindo Park Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Lindo Park Elementary School
Street	12824 Lakeshore Dr.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2656
Principal	Tessa Green
Email Address	tgreen@lsusd.net
School Website	https://www.lsusd.net/lindo-park/
County-District-School (CDS) Code	37-68189-6038376

2021-22 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

2021-22 School Overview

Welcome to Lindo Park! We are passionate about teaching and learning! The Mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment.

Our Vision is for all students to attain their maximum academic and social potential and SOAR HIGH
S- Show Respect
O- Own your Actions
A- Accept Differences
R- Realize your Worth

Lindo Park Elementary is a neighborhood school serving the Lakeside Community for more than seventy years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

All classrooms are equipped with internet access, iMac computers, Apple TVs, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads, Laptops, and iMacs. 2-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, Playground Managers, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

2021-22 School Overview

Leading our students to:
Learn Continuously, Think Critically, Collaborate Constructively, Communicate Effectively, Care Deeply, and Persevere Relentlessly
We create differentiated and dynamic learning for all students to reach their full potential
with targeted intervention for students to reach proficiency!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	69
Grade 2	62
Grade 3	76
Grade 4	64
Grade 5	57
Total Enrollment	387

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	2.8
Asian	1.3
Black or African American	4.4
Filipino	1.8
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	1.6
Two or More Races	6.2
White	36.2
English Learners	17.3
Foster Youth	0.5
Homeless	1
Socioeconomically Disadvantaged	82.9
Students with Disabilities	26.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lindo Park has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 High Point (EL), Hampton Brown; adopted in 2003	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Discovery Works (K-3), Houghton Mifflin; adopted in 2002 Science California 2007 (4-5), Houghton Mifflin; adopted in 2009 Science and Technology for Children, Carolina Biological Full Option Science System, Delta Education; adopted in 2009	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
Foreign Language			
Health			

Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. Deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof, and new air-conditioning units were installed where needed.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report	8/27/2020

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	A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES.

School Facility Conditions and Planned Improvements

B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.

B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.

BOYS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY

C1: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO COUNTERTOP. 6. TERMITES IN DOOR. 7. FOUR LIGHT PANELS ARE OUT.

C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR.

COUNSELING OFFICE: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.

D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR.

D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME.

D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. THREE LIGHT PANELS ARE OUT.

D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.

D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.

E1: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING.

School Facility Conditions and Planned Improvements

E2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.

E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. 15. DOOR SWEEP IS BROKEN.

E5: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 15. DOOR SLAMS SHUT.

E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE.

ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.

ESS: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING.

GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 6. ANTS ARE PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.

GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY AND DETERIORATING.

K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES.

K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.

K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.

LIBRARY: 4. CARPET IS WORN.

LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

NURSE: 4. CEILING TILE HAS A WATER STAIN.

School Facility Conditions and Planned Improvements

			PRESCHOOL: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS AREBOUT. SURGE PROTECTORS ARE DAISY CHAINED. C1: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO COUNTERTOP. 6. TERMITES IN DOOR. 7. FOUR LIGHT PANELS ARE OUT. D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR. D3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR. D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR. D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT

School Facility Conditions and Planned Improvements

				HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E1: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING. E2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 6. ANTS ARE PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING. LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. PLAYGROUNDS: 6. ANTS NEST PRESENT. WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical			X	A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS AREBOUT. SURGE PROTECTORS ARE DAISY CHAINED. B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT

School Facility Conditions and Planned Improvements

PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.

C1: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO COUNTERTOP. 6. TERMITES IN DOOR. 7. FOUR LIGHT PANELS ARE OUT.

C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR.

C3: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A LEAK. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING.

C4: 7. THREE LIGHT PANELS ARE OUT.

D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR.

D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME.

D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. THREE LIGHT PANELS ARE OUT.

D3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.

D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL.

D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.

D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.

DATA: 7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY).

School Facility Conditions and Planned Improvements

			E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. 15. DOOR SWEEP IS BROKEN. E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. MPR: 7. OUTLET COVER IS MISSING. ONE SMALL LIGHT FIXTURE IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. STORAGE: 7. ONE LIGHT DIFFUSER IS MISSING. TESTING: 7. LOW VOLTAGE WIRES ARE EXPOSED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES PRESENT. B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR. C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. C3: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A LEAK. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5.

School Facility Conditions and Planned Improvements

			UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR. D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE. ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. PARENT ROOM: 9. FAUCET HAS NO FLOW. PRESCHOOL: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW.
Safety: Fire Safety, Hazardous Materials	X		ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES. ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL. ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES PRESENT. BOYS REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL. C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. COUNSELING OFFICE: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR.

School Facility Conditions and Planned Improvements

				D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. D3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR. ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 6. ANTS ARE PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. MPR: 7. OUTLET COVER IS MISSING. ONE SMALL LIGHT FIXTURE IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. SUPPORT CENTER: 11. PAINT IS PEELING ON EXTERIOR WALL.
Structural: Structural Damage, Roofs	X			A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES. B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.

School Facility Conditions and Planned Improvements

				D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL. ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING. STORAGE: 12. HOKE IN STUCCO.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR. C3: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A LEAK. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E1: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING. E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. 15. DOOR SWEEP IS BROKEN. E5: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.

School Facility Conditions and Planned Improvements

PENCIL SHARPENER COVER IS MISSING. 15. DOOR SLAMS SHUT.

ESS: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING.

K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.

K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	NT	NT	NT	NT
Female	112	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	101	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	NT	NT	NT	NT
Female	112	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	101	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	204	190	93%	7%	39%
Female	102	102	100%	0%	44%
Male	102	88	86%	14%	36%
American Indian or Alaska Native	10	10	100%	0%	30%
Asian	4	4	100%	0%	50%

Black or African American	12	7	58%	42%	43%
Filipino	4	4	100%	0%	75%
Hispanic or Latino	86	86	100%	0%	32%
Native Hawaiian or Pacific Islander	5	3	60%	40%	0%
Two or More Races	13	10	77%	23%	50%
White	77	63	82%	18%	50%
English Learners	36	36	100%	0%	22%
Foster Youth	1	1	100%	0%	0%
Homeless	2	2	100%	0%	50%
Military	10	10	100%	0%	60%
Socioeconomically Disadvantaged	146	143	98%	2%	39%
Students Receiving Migrant Education Services	0	0	0%	0%	n/a
Students with Disabilities	56	53	95%	5%	12%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	207	195	94%	6%	23%
Female	105	105	100%	0%	21%
Male	102	90	88%	12%	24%
American Indian or Alaska Native	10	10	100%	0%	20%
Asian	4	4	100%	0%	50%
Black or African American	12	7	58%	42%	14%
Filipino	4	4	100%	0%	50%
Hispanic or Latino	89	89	100%	0%	15%
Native Hawaiian or Pacific Islander	5	3	60%	40%	0%
Two or More Races	13	10	77%	23%	30%
White	77	65	84%	16%	32%
English Learners	38	38	100%	0%	13%
Foster Youth	1	0	0%	100%	n/a
Homeless	2	2	100%	0%	0%
Military	10	10	100%	0%	20%
Socioeconomically Disadvantaged	147	147	100%	0%	22%
Students Receiving Migrant Education Services	0	0	0%	0%	N/A

Students with Disabilities	56	55	98%	2%	10%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	35	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	33	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Currently, during this Covid Pandemic we are reaching out to parents through Virtual Coffee with the Principal, zoom calls with the teachers and check-ins with the counselor. Possible Home visits, along with technology parent support.

They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. We work collaboratively with parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, text and email communication in both Spanish and English, in addition to a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and duplicate and collate materials.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	436	188	43.1
Female	232	223	105	47.1
Male	220	213	83	39.0
American Indian or Alaska Native	14	14	8	57.1
Asian	5	5	2	40.0
Black or African American	18	18	5	27.8
Filipino	7	7	2	28.6
Hispanic or Latino	206	199	89	44.7
Native Hawaiian or Pacific Islander	6	6	6	100.0
Two or More Races	27	27	10	37.0
White	169	160	66	41.3
English Learners	74	73	32	43.8
Foster Youth	4	4	2	50.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	351	347	165	47.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	138	133	58	43.6

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.47	0.00	3.01	0.42	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.99	1.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 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
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

2021-22 School Safety Plan

School safety is a high priority for our school and district. Lindo Park has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on November 19th, 2021. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

With the new Covid-19 Safety precautions, we have limited the amount of parents/volunteers on campus. We implemented daily temperature checks before entering the classrooms and routine hand washing every 60-90 mins. Plastic barriers are in the classes for social distancing. Safety first! This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System. The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty), regular monthly safety drills, and clear communication protocols between staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers. We have Epipens and an AED (automated external defibrillator), on site for emergency use. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit using the Ident-a-Kid system. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	3	
1	27		2	
2	22	1	3	
3	23		3	
4	22	1	3	
5	21	1	3	
6				
Other	25		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23		3	
1	28		2	1
2	24		3	
3	24		2	
4	28		2	
5	35	1	1	1
6				
Other	17	3	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	16	2	1	
1	30	1	1	1
2	17	2	1	
3	13	4		
4	15	2	2	
5	25	1	1	1
6				
Other	12	5		

2020-21 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	387

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8539	789	7750	65980
District	N/A	N/A	7813	$76,196
Percent Difference - School Site and District	N/A	N/A	-0.8	-14.4
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-8.6	-22.2

2020-21 Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lindo Park is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Domain/611

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until 2:10 pm, with a lunch and recess break. It focuses on dedicated, uninterrupted English and Mathematics instruction, with a science and social studies focus in the afternoon. During the morning block, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet regularly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Houghton-Mifflin Harcourt, called READ 180, System 44, and iRead for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,706	$51,450
Mid-Range Teacher Salary	$73,960	$80,263
Highest Teacher Salary	$110,824	$101,012
Average Principal Salary (Elementary)	$115,487	$128,082
Average Principal Salary (Middle)	$134,089	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$207,296	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

After intense analysis of student data, professional development is offered to meet school academic goals in Mathematics, English Language Arts, Social-Emotional Development, English Language Development, In addition, expert facilitators work with grade level teams to engage in collaborative planning, teaching, and revising instruction to improve teacher practice and student outcomes. Furthermore, collaborative teams meet to assess and analyze student data to plan targeted instruction. Social-Emotional Learning and research-based strategies for emotional regulation are supported by school-based counselors, Positive Behavior Intervention and Support training, Multi-Tiered Systems of Support Teachers on Special Assignment, Behavior Specialists, and Behavior Intervention Aides. Teachers are supported in all aspects of implementation by district and site administration and teacher leadership through coaching and collaboration through professional learning community meetings.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Lakeside Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lakeside Union School District

Phone Number	(619) 390-2600	
Superintendent	Dr. Rhonda Taylor	
Email Address	rtaylor@lsusd.net	
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1	

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	27	0.89	99.11	3.70
Female	1544	9	0.58	99.42	--
Male	1485	18	1.21	98.79	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	15	0.92	99.08	6.67
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	27	4.42	95.58	3.70

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	26	0.86	99.14	0.00
Female	1544	9	0.58	99.42	--
Male	1485	17	1.14	98.86	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	14	0.86		0.00
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	26	4.26	95.74	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.