Lindo Park Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest 	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard 	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 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

2023-24 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	http://www.lsusd.net/site/default.aspx?PageID=1

2023-24 School Description and Mission Statement

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!

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	50
Grade 2	68
Grade 3	75
Grade 4	72
Grade 5	87
Total Enrollment	444

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7%
Male	54.3%
American Indian or Alaska Native	3.2%
Asian	1.8%
Black or African American	3.6%
Filipino	0.7%
Hispanic or Latino	48%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	7.2%
White	34.2%
English Learners	20.7%
Foster Youth	0.5%
Socioeconomically Disadvantaged	68.5%
Students with Disabilities	29.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	87.36	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	1.15	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	2.50	11.49	22.60	9.20	18854.30	6.86
Total Teaching Positions	21.70	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	83.09	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	4.00	16.91	13.90	5.81	15831.90	5.67
Total Teaching Positions	23.60	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 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	10/2022

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	Amplify Science k-5	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

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	11/8/2022

School Facility Conditions and Planned Improvements

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. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. ADMIN: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON WINDOW FRAMES. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS DELAY IN COMING ON. 10. EVACUATION MAP IS NOT POSTED. B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. STALL PARTITION IS RUSTED/DETERIORATING. C1: 4. WATER DAMAGE TO COUNTERTOP. CABINET DOOR GASKET IS LOOSE.5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS HIGH PRESSURE. 10. EVACUATION MAP IS NOT POSTED. C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. LIGHTS ARE DELAYED IN COMING ON.TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALL HAS A HOLE.7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. DELAY IN SOME LIGHTS TURNING ON.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11.

School Facility Conditions and Planned Improvements

PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.

DATA: 4. CEILING HAS A HOLE.7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY).

E2: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.

E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LOW VOLTAGECWIRES ARE EXPOSED.

E4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES EXPOSED.10. EVACUATION MAP IS NOT POSTED.

E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.

E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.

ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.

GIRLS REST ROOM: 4. HOLE IN WALL. 5. FLOOR COVING IS DIRTY. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.

K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.

K2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STORED TOO HIGH.10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.

K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.

LIBRARY: 4. CARPET IS WORN. 10. EVACUATION MAP IS NOT POSTED.

LOUNGE: 4. FORMICA TRIM IS LOOSE/TAPED. WALLPAPER IS SAGGING. CABINET MOLDING IS LOOSE. 9. FAUCET IS DECAYING. FAUCET LEAKS.

PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.

PRESCHOOL: 4. FLOOR TILES ARE BROKEN. LINOLEUM IS WORN IN RESTROOM. LARGE HOLE IN FLOOR TO SUBFLOOR. FLOOR IS SINKING.5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. TESTING: 4. WALLPAPER IS TORN.7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS DELAY IN COMING ON. 10. EVACUATION MAP IS NOT POSTED. B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. DOOR WINDOW IS BROKEN. BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. WATER POOLING ABOVE DRAIN.9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. C1: 4. WATER DAMAGE TO COUNTERTOP. CABINET DOOR GASKET IS LOOSE.5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS HIGH PRESSURE. 10. EVACUATION MAP IS NOT POSTED. C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE. C4: 5. UNSECURED ITEMS STORED TOO HIGH.7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN DRIPS.10. EVACUATION MAP IS NOT POSTED. D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.12. CRACK IN WALL. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11.

				PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED. GIRLS REST ROOM: 4. HOLE IN WALL. 5. FLOOR COVING IS DIRTY. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.
Electrical			X	A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS DELAY IN COMING ON. 10. EVACUATION MAP IS NOT POSTED. C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. LIGHTS ARE DELAYED IN COMING ON.TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE. C4: 5. UNSECURED ITEMS STORED TOO HIGH.7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN DRIPS.10. EVACUATION MAP IS NOT POSTED. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALL HAS A HOLE.7. LIGHT DIFFUSER HAS A

School Facility Conditions and Planned Improvements

			WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. DELAY IN SOME LIGHTS TURNING ON.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. DATA: 4. CEILING HAS A HOLE.7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY). E2: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LOW VOLTAGECWIRES ARE EXPOSED. E4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES EXPOSED.10. EVACUATION MAP IS NOT POSTED. K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN. SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. STORAGE: 7. ONE LIGHT DIFFUSER IS MISSING. TESTING: 4. WALLPAPER IS TORN.7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. WATER POOLING ABOVE DRAIN.9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. C1: 4. WATER DAMAGE TO COUNTERTOP. CABINET DOOR GASKET IS LOOSE.5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS HIGH PRESSURE. 10. EVACUATION MAP IS NOT POSTED. C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. LIGHTS ARE DELAYED IN COMING ON.TWO LIGHT PANELS ARE OUT. 9.

			FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE. C4: 5. UNSECURED ITEMS STORED TOO HIGH.7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN DRIPS.10. EVACUATION MAP IS NOT POSTED. D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. D3: 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN. PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.
Safety: Fire Safety, Hazardous Materials		X	ADMIN: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON WINDOW FRAMES. BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. WATER POOLING ABOVE DRAIN.9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. HOLE IN EAVES. D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

School Facility Conditions and Planned Improvements

D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALL HAS A HOLE.7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.

D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. DELAY IN SOME LIGHTS TURNING ON.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

D3: 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.

D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL.

D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.12. CRACK IN WALL.

D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.

D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.

D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.

E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.

E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.

GIRLS REST ROOM: 4. HOLE IN WALL. 5. FLOOR COVING IS DIRTY. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.

K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.

SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.

TESTING: 4. WALLPAPER IS TORN.7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. HOLE IN EAVES. D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL. D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.12. CRACK IN WALL. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN. K2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STORED TOO HIGH.10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING. STORAGE: 12. HOLE IN STUCCO.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. DOOR WINDOW IS BROKEN. B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING.

School Facility Conditions and Planned Improvements

D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.

E1: 15. WINDOW SCREENS ARE MISSING.

E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.

K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.

K2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.

K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.

PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	21	44	44	47	46
Mathematics (grades 3-8 and 11)	16	13	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	240	225	93.75	6.25	20.98
Female	114	110	96.49	3.51	20.91
Male	126	115	91.27	8.73	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	100	97	97.00	3.00	19.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	22.22
White	87	77	88.51	11.49	21.05
English Learners	55	45	81.82	18.18	13.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	168	92.82	7.18	19.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	7.50

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	233	97.49	2.51	13.30
Female	114	114	100.00	0.00	7.02
Male	125	119	95.20	4.80	19.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	100	98	98.00	2.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	11.11
White	86	83	96.51	3.49	14.46
English Learners	54	54	100.00	0.00	7.41
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	180	175	97.22	2.78	8.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	6.25

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.29	14.12	31.33	33.02	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	87	97.75	2.25	13.79
Female	47	47	100.00	0.00	10.64
Male	42	40	95.24	4.76	17.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	10.00
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	9.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	3.13

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88	55	67	92	92

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.

2023-24 Opportunities for Parental Involvement

Currently, we are reaching out to parents through Coffee with the Principal, zoom calls with the teachers and check-ins with the counselor. Parent Teacher Conferences, Family parent nights along with After school activities. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	487	162	33.3
Female	230	223	77	34.5
Male	275	264	85	32.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	14	14	4	28.6
Asian	10	10	2	20.0
Black or African American	20	18	3	16.7
Filipino	4	3	0	0.0
Hispanic or Latino	233	228	84	36.8
Native Hawaiian or Pacific Islander	7	6	2	33.3
Two or More Races	36	33	20	60.6
White	181	175	47	26.9
English Learners	117	112	36	32.1
Foster Youth	7	7	2	28.6
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	350	341	122	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	155	152	51	33.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.87	2.38	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0
Female	0.43	0
Male	4	0
Non-Binary		
American Indian or Alaska Native	7.14	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.78	0
White	3.87	0
English Learners	0.85	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.16	0

2023-24 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 14th, 2022. 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.

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.

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
Other	12	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	2		
1	25	1	1	1
2	17	2	2	
3	30	1	1	1
4	34	1	1	1
5	21	1	2	
Other	11	4		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	0
1	36	0	1	1
2	20	1	2	0
3	16	2	1	0
4	33	1	0	1
5	22	1	3	0
6	0	0	0	0
Other	24	2	1	1

2022-23 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	444

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8539	789	7750	65980
District	N/A	N/A	7813	$80,999
Percent Difference - School Site and District	N/A	N/A	-0.8	-14.4
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-8.6	-22.2

Fiscal Year 2022-23 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 Imagine Learning 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$51,461	$54,046
Mid-Range Teacher Salary	$76,571	$84,515
Highest Teacher Salary	$114,736	$110,867
Average Principal Salary (Elementary)	$119,201	$136,841
Average Principal Salary (Middle)	$138,823	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$210,405	$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	