

Lindo Park Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/
Grade Span	K-5
County-District-School (CDS) Code	37-68189-6038376

2024-25 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	www.lsusd.net

2024-25 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- Safe

O- Own your Actions

2024-25 School Description and Mission Statement

A- Accept Differences
R- Respectful and Responsible

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 ipads. 2-5 grade classrooms have a 1:1 ratio of Chromebook 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!

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	64
Grade 2	62
Grade 3	74
Grade 4	76
Grade 5	79
Total Enrollment	437

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	2.7
Asian	1.4
Black or African American	3.7
Filipino	0.5
Hispanic or Latino	48.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	6.2
White	35.9
English Learners	23.1
Foster Youth	0.7
Homeless	1.6
Socioeconomically Disadvantaged	74.1
Students with Disabilities	28.4

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	83.40	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.70	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	3.00	11.86	10.20	4.23	14303.80	5.15
Total Teaching Positions	25.30	100.00	242.00	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	0.20	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.00	1.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 10, 2024 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

12/2024

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 (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

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

11/21/2024

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 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER. 11. PAINT IS PEELING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED) B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE SRORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. C3: 4. FLOOR TILE IS BROKEN. PENCIL SHARPENER IS BROKEN CREATING AN INJURY HAZARD." C4: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT/STUCCO IS CHIPPING ON EXTERIOR WALLL. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SIDING. D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP

School Facility Conditions and Planned Improvements

			<p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE NOT POSTED)</p> <p>D5: 4. CEILING TILES HAVE WATER STAINS.12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL.</p> <p>D8: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON THE DOOR.</p> <p>DATA: 4. CEILING HAS A HOLE.</p> <p>E1: 4. HOLE IN WALL.</p> <p>E2: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL AT BASE. CARPET IS WORN. 12. FLOOR SLANTS DOWN FROM CENTER JOIST.</p> <p>E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. CARPET IS WORN AND TORN.</p> <p>E4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN.</p> <p>E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FLOORING IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS</p> <p>GIRLS REST ROOM: 4 1ST STALL DOOR IS WOBBLY</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. 12. HOLE IN STUCCO ON BACK WALL.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE AND TRIM ARE LOOSE/TAPED. FLOOR TILES ARE BROKEN. RUBBER MOULING IS MISSING IN RR.</p> <p>LOUNGE: 4. CARPET IS WORN.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 12. DRY ROT ON EAVES/FACIA TRIM.</p> <p>PRESCHOOL: 4. FLOOR TILES ARE BROKEN. 12. LARGE CRACK IN INTERIOR WALL.</p> <p>SPEECH: 4. CEILING TILES HAVE WATER STAINS.</p> <p>TESTING: 4. WALLPAPER IS TORN.7. LOW VOLTAGE WIRES ARE EXPOSED. 12. SECTION OF SIDING IS TORN/CHIPPING. 15. DOOR CLOSER COVER IS MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS BROKEN. (WILLIAMS NOTICE NOT POSTED)</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE SRORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p> <p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Conditions and Planned Improvements

			<p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FLOORING IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K2: 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM AND ON WALKWAY. (WILLIAMS NOTICE NOT POSTED)</p>
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>K1: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON EAVES.</p>
Safety: Fire Safety, Hazardous Materials		X	<p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER. 11. PAINT IS PEELING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p> <p>BOYS REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.</p> <p>C4: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT/STUCCO IS CHIPPING ON EXTERIOR WALL.</p> <p>COLLAB ROOM: 11. PAINT IS PEELING ON DOOR, FACIA, AND RAMP RAILING. 12. DRY ROT ON SIDING TRIM AND RAMP SKIRTING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SIDING.</p> <p>D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP</p> <p>D3: 11. PAINT IS PEELING ON THE DOOR AND DOOR FRAME</p> <p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE NOT POSTED)</p> <p>D6: 11. PAINT IS PEELING ON DOOR.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL.</p> <p>D8: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 4. HOLE IN WALL 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. 12. HOLE IN STUCCO ON BACK WALL. NURSE: 11. PAINT IS PEELING ON DOOR, DOOR FRAME, AND WINDOW FRAMES.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>A1: 4. FLOOR TILE IS BROKEN 12. DRY ROT ON EAVES. COLLAB ROOM: 11. PAINT IS PEELING ON DOOR, FACIA, AND RAMP RAILING. 12. DRY ROT ON SIDING TRIM AND RAMP SKIRTING. 14. SKID PAINT IS PEELING ON RAMP. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SIDING. D5: 4. CEILING TILES HAVE WATER STAINS. 12. CRACK IN WALL. E2: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL AT BASE. CARPET IS WORN. 12. FLOOR SLANTS DOWN FROM CENTER JOIST. GIRLS REST ROOM: 4. HOLE IN WALL 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. 12. HOLE IN STUCCO ON BACK WALL. K1: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON EAVES. K2: 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM AND ON WALKWAY. (WILLIAMS NOTICE NOT POSTED) PRESCHOOL: 4. FLOOR TILES ARE BROKEN. 12. LARGE CRACK IN INTERIOR WALL. TESTING: 4. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 12. SECTION OF SIDING IS TORN/CHIPPING. 15. DOOR CLOSER COVER IS MISSING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS BROKEN. (WILLIAMS NOTICE NOT POSTED) C2: 15. DOOR AND DOOR FRAME ARE DAMAGED (POSSIBKE TERMITE DAMAGE). COLLAB ROOM: 11. PAINT IS PEELING ON DOOR, FACIA, AND RAMP RAILING. 12. DRY ROT ON SIDING TRIM AND RAMP SKIRTING. 14. SKID PAINT IS PEELING ON RAMP. K2: 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM AND ON WALKWAY. (WILLIAMS NOTICE NOT POSTED) PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 12. DRY ROT ON EAVES/FACIA TRIM. TESTING: 4. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 12. SECTION OF SIDING IS TORN/CHIPPING. 15. DOOR CLOSER COVER IS MISSING.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	21	29	44	44	46	47
Mathematics (grades 3-8 and 11)	13	19	34	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	209	89.70	10.30	28.71
Female	99	90	90.91	9.09	33.33
Male	134	119	88.81	11.19	25.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	110	94	85.45	14.55	25.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25
White	87	79	90.80	9.20	30.38
English Learners	49	36	73.47	26.53	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	153	87.93	12.07	28.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	74	90.24	9.76	13.51

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	215	92.27	7.73	18.60
Female	99	94	94.95	5.05	14.89
Male	134	121	90.30	9.70	21.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	110	99	90.00	10.00	14.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	13.33
White	87	81	93.10	6.90	28.40
English Learners	49	44	89.80	10.20	6.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	161	92.53	7.47	19.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	72	87.80	12.20	9.72

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.12	14.29	33.02	37.22	30.29	30.73

2023-24 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	83	77	92.77	7.23	14.29
Female	31	27	87.10	12.90	14.81
Male	52	50	96.15	3.85	14.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	31	93.94	6.06	9.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	29	90.63	9.37	13.79
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	57	93.44	6.56	12.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	14.81

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	76	82	82	82	82

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.

2024-25 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 once a month 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	473	119	25.2
Female	216	212	59	27.8
Male	265	261	60	23.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	5	38.5
Asian	--	--	--	--
Black or African American	19	18	4	22.2
Filipino	--	--	--	--
Hispanic or Latino	239	233	67	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	6	21.4
White	170	169	35	20.7
English Learners	121	120	28	23.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	370	366	96	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	151	148	40	27.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.87	2.38	3.33	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.33	0.00
Female	1.39	0.00
Male	4.91	0.00
Non-Binary		
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	15.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	3.53	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.30	0.00

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

2024-25 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 18th, 2024. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. 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.

Board Approve Oct 10, 2024

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.

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	
1	36		1	1
2	20	1	2	
3	16	2	1	
4	33	1		1
5	22	1	3	
Other	24	2	1	1

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	
1	13	4	1	
2	16	2	2	
3	30	1	1	2
4	15	2	3	
5	20	1	3	

2023-24 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	437

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	10021	2238	7784	79952
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-42.0	-16.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-32.2	-16.3

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>.

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 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.

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, 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 and Reflex Math

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	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 and plan during their PLC's. 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. PBIS meeting as well as Lindo Park ILT team meet weekly to enhance student learning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12