

Lydiksen Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Lydiksen Elementary School
Street	7700 Highland Oaks Drive
City, State, Zip	Pleasanton, CA 94588
Phone Number	PH: (925) 426-4420 FAX: (925) 410-8987
Principal	Jacob Berg
Email Address	jberg@pleasantonusd.net
School Website	https://lydiksen.pleasantonusd.net/
County-District-School (CDS) Code	01 75101 6001416

2022-23 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website Address	www.pleasantonusd.net

2022-23 School Overview

Principal's Message

Lydiksen Elementary School continues its commitment to high academic expectations and a strong character education program. We provide a quality learning environment for student achievement and balancing academic success with individual personal growth for our students. Our goal is to provide a caring community, ripe with a knowledgeable staff, family support and ongoing partnerships with the community to ensure the success of every student. The Lydiksen staff works diligently to produce comprehensive, challenging and balanced curriculum based on California state standards to ensure that students meet or exceed grade level standards and expectations. Our school fosters student learning in a safe, nurturing environment that promotes positive character development and self-respect. In conjunction with the district's Strategic Plan, we teach, reinforce, model and practice positive social and ethical behaviors daily.

Lydiksen's School Plan for Student Achievement emphasizes the continuation of collaborative and engaging opportunities that empower our students to be the best that they can be. The Lydiksen staff assesses each student regularly to assist in developing teaching strategies that address student needs to ensure that all students have the best opportunity to learn and grow, socially, emotionally and academically. Our parent and family community is invaluable. High academic expectations, family involvement and school-to-home communication creates a powerful partnership. School volunteers, successful fund raising, special projects, and strong leadership from staff and families enhance the wide variety of school activities we enjoy at Lydiksen. Lydiksen exemplifies community effort committed to excellence and continues to be a place where students are the priority.

Mission & Vision

Lydiksen Elementary School will provide a safe, supportive and innovative learning environment to meet the needs of all students and to instill a lifelong passion for learning. Our students will make a better world.

School Profile

Lydiksen Elementary School is located in the northwestern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. For the 2022-23 school year, about 600 students are enrolled in grades TK-5. Lydiksen was named a California Distinguished School in 1995, 2004, 2008, and 2018; a California Gold Ribbon School in 2016; and a National School of Character in 2002. Lydiksen has also received PBIS state awards in each of the past six school years.

2022-23 School Overview

The Lydiksen campus is finishing a \$30 million modernization and rebuild this year as part of a district bond measure that was passed in November 2016. Areas of focus for the modernization and rebuild include replacing older buildings, making improvements to help with traffic and parking, and upgrading technology through the school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	87
Grade 2	104
Grade 3	101
Grade 4	106
Grade 5	102
Total Enrollment	616

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.5
Asian	52.1
Black or African American	1.0
Filipino	1.9
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.7
White	29.7
English Learners	20.0
Foster Youth	0.2
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	7.3
Students with Disabilities	10.2

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)	28.10	87.55	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	12.45	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	32.10	100.00	637.20	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	4.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	12.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

All textbooks used in the core curriculum at Lydiksen Elementary School are currently aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 22, 2022, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2022-2023.09 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins Units of Study for Teaching Writing/2017,	Yes	0
Mathematics	2015 Eureka Math	Yes	0
Science	Twig Education, Inc. 2019	Yes	0
History-Social Science	Teachers' Curriculum Institute, California 2021	Yes	0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017	Yes	

School Facility Conditions and Planned Improvements

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lydiksen Elementary School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Lydiksen Elementary School. The day custodian is responsible for:

- Lunch area setup/cleanup
- Groundskeeping
- Event setup
- Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed

The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal and office staff communicate with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Lydiksen Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities Inspection

The district's maintenance department inspects Lydiksen Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Lydiksen Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 9/25/2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-2019, all restrooms were fully functional and available for student use.

Year and month of the most recent FIT report

11/4/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	81	N/A	78	N/A	47
Mathematics (grades 3-8 and 11)	N/A	77	N/A	73	N/A	33

2021-22 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	308	303	98.38	1.62	81.19
Female	160	158	98.75	1.25	87.97
Male	148	145	97.97	2.03	73.79
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	157	156	99.36	0.64	91.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	61.90
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	18	94.74	5.26	77.78
White	100	98	98.00	2.00	72.45
English Learners	18	18	100.00	0.00	44.44
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	31.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	25	92.59	7.41	12.00

2021-22 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	308	303	98.38	1.62	77.23
Female	160	158	98.75	1.25	75.95
Male	148	145	97.97	2.03	78.62
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	157	156	99.36	0.64	87.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	18	94.74	5.26	77.78
White	100	98	98.00	2.00	68.37
English Learners	18	18	100.00	0.00	55.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	13.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	25	92.59	7.41	20.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	64.42	NT	63.15	28.5	29.47

2021-22 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	105	104	99.05	0.95	64.42
Female	55	54	98.18	1.82	64.81
Male	50	50	100	0	64
American Indian or Alaska Native	0	0	0	0	0
Asian	67	66	98.51	1.49	69.7
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100	0	62.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

Lydiksen Elementary is a supportive and encouraging school that helps all students develop as powerful learners. Lydiksen is well-known as a caring place for families. Families are very involved in many aspects of our school, from membership in the Lydiksen Parent Faculty Club, to volunteering in classrooms, to coordinating school-wide activities such as the family movie night, the annual fun run, and other fund raisers. We work to increase families' knowledge and skills through our English Learners Advisory Committee and School Site Council.

School activities with parent involvement in the past several years include: Gala Fund Raiser, Sister School Visit, School Smarts, Science Fair/Science Family Night, International Fair, Book Fair, Math Magic, Breakfast Book Club, Field Day, Red Ribbon Week, Walk-to-School Day, Ice Cream Social, School Garden, Fun Run, Family Fun Night, Movie Night, and Disco Bingo. Contact the Lydiksen school office or PFC for more information about school activities.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	664	644	115	17.9
Female	332	322	54	16.8
Male	332	322	61	18.9
American Indian or Alaska Native	3	3	1	33.3
Asian	351	341	63	18.5
Black or African American	7	7	1	14.3
Filipino	13	13	0	0.0
Hispanic or Latino	48	45	10	22.2
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	45	42	5	11.9
White	192	189	34	18.0
English Learners	142	137	31	22.6
Foster Youth	1	1	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	59	56	18	32.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	77	32	41.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	1.81	2.45
Expulsions	0.00	0.10	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.15	0.11	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.30	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.28	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Lydiksen Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in December 2022. Staff responsibilities and safety plan updates made with input from law enforcement were discussed with staff in September 2022.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	10	
1	24		8	
2	41			5
3	50			5
4	57			4
5	66			3
Other	17	3		

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	17	3	4	
1	24		4	
2	19	1	4	
3	23	1	4	1
4	27		4	
5	30		4	
Other	10	2		

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	8	14		
1	9	9		
2	16	2	4	
3	24	1	3	1
4	32		2	
5	20	2	3	
Other	9	3		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	6748.59	132.41	6616.00	95534.00
District	N/A	N/A	6297.00	\$97,495
Percent Difference - School Site and District	N/A	N/A	4.9	-2.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	0.3	7.8

2021-22 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$63,923	\$54,370
Mid-Range Teacher Salary	\$92,764	\$82,681
Highest Teacher Salary	\$113,726	\$106,610
Average Principal Salary (Elementary)	\$147,840	\$135,283
Average Principal Salary (Middle)	\$156,278	\$141,244
Average Principal Salary (High)	\$164,742	\$152,955
Superintendent Salary	\$317,151	\$264,367
Percent of Budget for Teacher Salaries	41%	33%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Staff Development

During the 2015-22 school years, Lydiksen Elementary School staff attended the following professional development activities:

- Teacher’s College Writing Institute
- GLAD training
- Lucy Calkins Reading Conference
- PBIS
- Dr. Jean’s Active Learning Adventure
- Grade level collaboration (math)
- California Music Educators Association Conference
- Ensuring the Learning of All Students
- Grade level collaboration (ELA)
- Adapting Reading and Writing Workshops to Support English Learners, Grades K-5
- CUE National Conference
- Fall in Love with Close Reading
- National Council of Teachers of Mathematics Conference
- EQ Schools Conference - Teaching to the Human Core
- ISTE National Conference and Exposition
- ACSA Leadership Summit
- Google Geo Teachers Institute
- Google Apps for Education Summit
- CUE Rockstar for Administrators
- CCC SELPA Dyslexia Series
- National Science Teacher Association Conference
- ACSA Every Child Counts Symposium
- Ensuring the Learning of ALL Students: Building Site Systems to Close the Opportunity Gap
- ACSA Leadership Summit
- National Science Teachers Association Conference
- NAESP Pre-K-8 Principals Conference
- Solution Tree PLC at Work Institute
- ASCA Annual Conference
- SafetyCare Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curriculum.

Lydiksen Elementary School teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3