

Los Primeros School of Sciences and Arts

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	Los Primeros School of Sciences and Arts
Street	1555 Kendall Ave.
City, State, Zip	Camarillo, CA 93010
Phone Number	(805) 383-5330
Principal	Kimberly LePage
Email Address	ksnowden@pleasantvalleysd.org
School Website	https://www.pleasantvalleysd.org/Domain/13
Grade Span	K-8
County-District-School (CDS) Code	56-72553-6096838

2024-25 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website	www.pleasantvalleysd.org

2024-25 School Description and Mission Statement

The entire Los Primeros School of Sciences and Arts (LPSSA) school community is committed to our School District's Vision of "Excellence for all" and our School District's Mission: "PVSD prepares 21st century learners who are responsible members of our global society."

All LPSSA Students are encouraged to achieve their best in a physically and emotionally safe, yet cognitively challenging and rigorous learning environment. Our educational program is the foundation of our comprehensive K-8 educational model that emphasizes core subject content instruction and mastery coupled with an enrichment focus on the sciences and arts.

2024-25 School Description and Mission Statement

LPSSA enjoys an active parent/caregiver community that provides support to all students and staff. LPSSA students receive focused instruction and educational experiences in Science and Arts enrichment. Students have access to a STEAM lab, yearly theatrical performances in the early grades, and outside field trip experiences.

LPSSA students stage a multi-age musical performance yearly and field a number of competitive sports teams, including: cross country, volleyball, basketball, flag football (co-ed) and soccer (Co-ed).

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	71
Grade 2	70
Grade 3	65
Grade 4	71
Grade 5	69
Grade 6	69
Grade 7	70
Grade 8	51
Total Enrollment	598

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Asian	8.7
Black or African American	1
Filipino	2.8
Hispanic or Latino	34.1
Two or More Races	10.2
White	43.1
English Learners	2
Homeless	1
Socioeconomically Disadvantaged	21.6
Students with Disabilities	7

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)	23.30	98.94	261.20	86.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.20	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.25	14.60	4.84	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.81	21.90	7.26	18854.30	6.86
Total Teaching Positions	23.50	100.00	302.00	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)	23.90	99.30	296.80	88.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	1.26	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.50	3.14	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.66	19.90	5.93	15831.90	5.67
Total Teaching Positions	24.10	100.00	336.30	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)	22.60	97.84	284.50	86.77	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.43	12.40	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	2.25	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.69	21.50	6.58	14303.80	5.15
Total Teaching Positions	23.10	100.00	327.90	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
Misassignments	0.00	0.00	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.3

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)	0.00	0	4.5
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	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

Instructional Materials (School Year 2022-23)

The school district held a public hearing on October 20, 2022 and November 17, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

October, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (K-5) Adopted 2016	Yes	0
	Houghton Mifflin Harcourt (6-8) Adopted in 2016		
Mathematics	Eureka Math (K - 5) Adopted in 2014	Yes	0
	Big Ideas Learning (6 - 8) Adopted 2016		
Science	Amplify (K-5) Adopted 2022	Yes	0
	Amplify (6-8) Adopted 2020		
History-Social Science	Studies Weekly (K-5) Adopted in 2020	Yes	0

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

School Facility Conditions and Planned Improvements

School Facilities

Los Primeros School of Sciences and Arts was originally constructed in 1976 as a “structured” school and is currently comprised of 19 permanent classrooms, seven portable classrooms, one multipurpose room, a Makerspace/library, a staff lounge, a computer lab, a locker room and three playgrounds.

Cleaning Process

One full-time custodian and one part time custodian ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

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

Year and month of the most recent FIT report

12/3/24

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

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)	64	67	57	58	46	47
Mathematics (grades 3-8 and 11)	52	51	46	47	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	393	386	98.22	1.78	66.58
Female	196	195	99.49	0.51	68.21
Male	197	191	96.95	3.05	64.92
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	79.41
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	134	133	99.25	0.75	58.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	41	97.62	2.38	78.05
White	163	158	96.93	3.07	66.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	65.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	35	92.11	7.89	37.14

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	393	386	98.22	1.78	50.78
Female	196	195	99.49	0.51	46.15
Male	197	191	96.95	3.05	55.50
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	73.53
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	134	133	99.25	0.75	39.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	41	97.62	2.38	65.85
White	163	158	96.93	3.07	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	35	92.11	7.89	17.14

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)	53.04	45.30	41.37	43.07	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	118	117	99.15	0.85	45.30
Female	66	66	100.00	0.00	43.94
Male	52	51	98.08	1.92	47.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	30.77

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	97.06%	100%	100%	97.06%	100%
Grade 7	88.57%	91.43%	82.86%	87.14%	88.57%

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

Our Very Important Panther Parents (VIPPs) continue to play an integral role in the education of our students and they contribute heavily to our school's overall culture, climate, feelings of connectedness, and high expectations for high and continuous student academic achievement.

Accordingly, our VIPPs serve our school community through several available parent volunteer opportunities, including, but not limited to the following:

- * School Site Council (SSC) (School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP) Development and alignment with PVSD and LPSSA Vision, Mission, and Goals)
- * District Superintendent's Parent and/or Community Advisory Committee
- * Parent Teacher Organization (PTO)
- * Fundraisers support and contributions (PTO-based and Associated Student Body-based)
- * Los Primeros Structured School Education Foundation (LPSSEF) Board of Directors
- * Classroom instructional support and activities
- * Runner's Lunch Club, community and connectedness-building, lunch time laps program grades 1st-5th (weekly lap tallying, playground laps track cones set-up, award certificates preparation)
- * STEAM Lab/MAKER SPACE supplies donations
- * Community garden upkeep
- * Athletics coaches
- * Chaperone for dances
- * Chaperone for field trips
- * Coordinate special schoolwide programs and events (Annual LPSSEF Play, Camarillo Academic Olympics, Women in History, Veterans Day Salute to Service, Red Ribbon Week, Family Fun Night, Family Restaurant Nights, Family Movie Nights, Carnival, Runners Club, Science Night, and much more).

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	607	51	8.4
Female	298	297	23	7.7
Male	310	310	28	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	52	3	5.8
Black or African American	--	--	--	--
Filipino	17	17	2	11.8
Hispanic or Latino	208	208	16	7.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	59	1	1.7
White	263	263	29	11.0
English Learners	12	12	1	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	136	136	17	12.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	56	7	12.5

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 data.

Suspensions								
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
0.37	0.35	0.99	2.44	2.51	2.56	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.99	0.00
Female	0.67	0.00
Male	1.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.69	0.00
White	1.14	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.79	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

The safety of our students and staff is our first priority and guides our efforts to ensure our school remains in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our School Site Safety Plan is drafted, reviewed, revised, and ratified by our School Site Council on an annual basis in the Fall based on input from our

2024-25 School Safety Plan

Teachers, Staff, Students, and Parents. All revisions to our School Safety Plan are communicated with our stakeholders with a copy of the plan available to the public, law enforcement, and/or fire department officials upon request.

Our School Safety Plan includes steps for ensuring student, staff, and parent safety during a variety of crises and disasters, including those caused by fires, earthquakes, active shooter (lockdown), and/or air quality concerns (shelter-in-place). Accordingly, we conduct safety drills in response to each of these crises and disasters on a regular basis throughout our academic year. In addition to our planning and preparation for potential major disasters, we conduct daily school operations with student, staff, and visitor safety at the forefront of our thoughts and actions, as evidenced by the following daily protocols and procedures:

- * Students are supervised before, during, and after school on campus by campus supervisors and teachers, as well as during recess/nutrition and lunch periods.
- * We have a designated area in front of our school for student drop-off and pick-up.
- * Visitors must sign in at the main office and receive a badge in order to gain access to campus.
- * Volunteer applications, background checks, and sign-in procedures are in place to ensure all stakeholders' safety.
- * Our School Safety Plan includes our School-wide Positive and Progressive Behavior Intervention and Support (SWPPBIS) Plan.

Las Colinas utilizes the Raptor visitor management security system.

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	
1	19	3		
2	23		3	
3	22	1	2	
4	31		2	
5	60			2
6	19	7	12	

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	21	1	2	
1	25		2	
2	24		2	
3	24		3	
4	35			2
5	66			2
6	24	5	10	
Other	23		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	21	1	2	
1	24		3	
2	23		3	
3	27		2	
4	30		2	
5	35			2
6	25	6	6	7
Other	23		1	

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	695:1

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)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1
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	\$14,494	\$3,818	\$10,676	\$76,980
District	N/A	N/A	\$8,072	\$86,460
Percent Difference - School Site and District	N/A	N/A	27.8	-11.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-0.9	-22.3

Fiscal Year 2023-24 Types of Services Funded

1st-3rd and 6th-8th Grade students in need of additional reading support are offered support from a district-provided Reading Intervention Specialist. This service is informed by formative assessment scores in foundational literacy which are administered each trimester in order to provide targeted intensive instruction for identified students. K-8 grades have two district Math Content Specialist who are available to support all teachers in math instruction.

Additionally, counseling services are provided 4 days per week for the purpose of providing targeted social-emotional and academic support for any student in need in Grades K-8.

As a critical component of our multi-tiered system of supports, our school counselor teaches lessons in classrooms on the following topics: anti-bullying, social-emotional learning/empathy-building (2nd Step), community circles/restorative justice, TUPE, and/or Career Awareness, as well as performs academic checks and social-emotional-based, individual and group counseling services and supports for identified students during the instructional day, as well as during recess/nutrition, and lunch periods.

Fiscal Year 2023-24 Types of Services Funded

The increasing demand for these important counseling services extends beyond our students to support identified families who may experience a variety of stressors and hardships that might be exacerbated by the COVID-19 pandemic.

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	\$56,452	\$58,553
Mid-Range Teacher Salary	\$89,312	\$93,924
Highest Teacher Salary	\$111,708	\$119,489
Average Principal Salary (Elementary)	\$134,033	\$149,898
Average Principal Salary (Middle)	\$134,919	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$227,300	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

As part of our school's efforts to engage in a cycle of continuous improvement, our teachers, staff, and administration participate in district-provided and school site-provided staff development opportunities on a series of District-wide and school-site relevant instructional priorities that are established on yearly basis based on formative and summative assessment data and that serve as the foundation of our school's development of school-wide goals.

During our current 2023-24 academic year, our School District and school site have engaged in the following primary/major professional development activities: Restorative Practices; Social-Emotional Learning; 4th-8th Grade No Place for Hate; Trauma informed Teaching; Publisher Training for Science and ELA; Professional Learning Communities (PLCs)

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	3	4	4