

Scott Lane Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 School Contact Information

School Name	Scott Lane Elementary School
Street	1925 Scott Boulevard
City, State, Zip	Santa Clara CA, 95050
Phone Number	(408) 423-4100
Principal	Nelson Hunter
Email Address	nhunter@scusd.net
School Website	https://scottlane.santaclarausd.org/
Grade Span	P-5
County-District-School (CDS) Code	43-69674-6049019

2025-26 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Damon Wright, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2025-26 School Description and Mission Statement

Scott Lane Elementary School's mission is to ensure the success of every scholar by fostering a supportive, inclusive, and academically enriching environment.

Scott Lane Elementary School has proudly served the Santa Clara community since 1953. Established to accommodate families moving into the post-World War II housing boom in the Santa Clara Valley, the school is strategically located near the Santa Clara City Hall, at the heart of a vibrant residential area.

Today, Scott Lane is one of 18 elementary schools in the Santa Clara Unified School District, serving 406 students from

2025-26 School Description and Mission Statement

diverse backgrounds. With over 18 languages spoken by students and their families, the school reflects the multicultural fabric of its community. Of the student population, 61.58% are Immersion Bilingual Learners, and 49.77% participate in the Free/Reduced Lunch program. Additionally, the school experiences a mobility rate exceeding 25%, with many students coming from single-parent households or homes where both parents work.

Academic Excellence and Innovation

Scott Lane combines the talents of its students, staff, parents, and community to exemplify high-quality education. A cornerstone of this innovation is our Spanish Dual Language Immersion (DLI) Program, launched in 2020, which aims to cultivate bilingualism and biliteracy. The program integrates native English speakers and native Spanish speakers to foster academic achievement and cross-cultural understanding, equipping students with essential skills for a globalized world.

The school is also a proud implementer of an academic language model, which emphasizes enriched language and literacy education for immersion bilingual learners. This comprehensive approach fosters academic success and social-emotional growth from preschool through fifth grade, bridging research, practice, and policy to create a lasting, systemic impact.

A Commitment to Student Success

At Scott Lane, staff collaboration and professional growth are central to ensuring every student thrives. Teachers are highly trained in research-based instructional strategies and continuously work together to analyze student work, refine teaching practices, and design targeted interventions. Through the school's robust intervention model, all students receive small-group, personalized instruction tailored to their unique needs.

In addition, the school supports student well-being with a 40% PIP counselor, intervention paraeducators, and the Busy Getting Stronger (BGS) Program. Instructional assistants provide academic and language support for students and families alike. Classified staff are well-versed in literacy development, academic language techniques, and strategies for working with bilingual learners, ensuring a cohesive and effective learning environment.

A Vision for the Future

Scott Lane Elementary School envisions students as confident, capable individuals prepared for the challenges of tomorrow. The school strives to develop students who excel as readers, writers, thinkers, and communicators while embodying respect, responsibility, resilience, and problem-solving skills. Scott Lane graduates will be productive citizens who celebrate diversity and contribute meaningfully to their communities.

With a legacy of excellence and a forward-thinking approach to education, Scott Lane Elementary School continues to make a lasting impact on the lives of its scholars and the broader community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	21
Kindergarten	64
Grade 1	59
Grade 2	82
Grade 3	47
Grade 4	74
Grade 5	59
Total Enrollment	406

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.5
Asian	6.9
Black or African American	3
Filipino	2
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	5.7
English Learners	49.8
Foster Youth	0.2
Homeless	1.2
Socioeconomically Disadvantaged	58.4
Students with Disabilities	10.8

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.

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)	21.1	100	690.2	89.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.1	0.15	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.2	2.63	11953.1	4.28
Unknown/Incomplete/NA	0	0	48.9	6.36	15831.9	5.67
Total Teaching Positions	21.1	100	770.6	100	279044.8	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.

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)	20	95.24	665.6	89.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.8	0.65	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.76	28.3	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.3	2.19	11746.9	4.23
Unknown/Incomplete/NA	0	0	31.6	4.24	14303.8	5.15
Total Teaching Positions	21	100	746.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	21.3	100	682.7	89.79	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.4	0.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.7	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18.1	2.39	12112.8	4.34
Unknown/Incomplete/NA	0	0	32.2	4.24	13705.8	4.91
Total Teaching Positions	21.3	100	760.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.2	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	0	4.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0

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

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

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

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds the construction of new elementary and middle schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of a new high school on the Agnews campus, a new elementary school for Laurelwood on the Patrick Henry campus, new multipurpose buildings and early childhood classroom buildings, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	28	31	58	60	47	48
Mathematics (grades 3-8 and 11)	28	30	47	49	35	37

2024-25 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	174	170	97.70	2.30	30.59
Female	83	81	97.59	2.41	33.33
Male	91	89	97.80	2.20	28.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	24.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	78	74	94.87	5.13	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	114	98.28	1.72	25.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	0.00

2024-25 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	174	174	100.00	0.00	29.89
Female	83	83	100.00	0.00	25.30
Male	91	91	100.00	0.00	34.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	140	100.00	0.00	27.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	78	78	100.00	0.00	11.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	116	116	100.00	0.00	22.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.69	23.21	41.6	46.48	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	56	100.00	0.00	23.21
Female	27	27	100.00	0.00	11.11
Male	29	29	100.00	0.00	34.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	18.42
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.

2024-25 California Physical Fitness Test Participation Rates

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	98.2	98.2	98.2	98.2	98.2

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.

2025-26 Opportunities for Parental Involvement

Scott Lane Elementary School values its supportive parent community and actively encourages families to engage in school activities and decision-making processes. Through various avenues, parents can become integral partners in their children's education, fostering a collaborative and inclusive environment.

Parents are invited to participate in school affairs through the Parent Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC). These groups provide opportunities for families to contribute to the development of school policies, support school events, and advocate for student success. Additionally, parents are encouraged to support classroom teachers in meaningful ways, enhancing the educational experience for all students.

A key component of Scott Lane's academic and well-being student success is our partnership with parent involvement. This initiative aims to bridge the gap between home and school, empowering families to play an active role in their children's learning journey. Parents are encouraged to engage in the following ways:

Participate in our SSC, ELAC, and PTA to influence school decisions and promote community collaboration.

Attend Parent Workshops designed to equip families with strategies to support their children's academic success at home.

Join Gallery Walks, where families can immerse themselves in their children's learning environment, celebrate student achievements, and strengthen the school-home connection.

Collaborate on Home Projects with their children to extend learning beyond the classroom and reinforce skills in a creative and supportive manner.

Attend Community Plaza Events, which provide opportunities for families to come together, celebrate achievements, and strengthen connections within the Scott Lane community.

Recognize Students Who Exemplify The Bear Way: Be Respectful, Make Good Decisions, and Solve Problems. Parents can join the school in celebrating students who demonstrate these values, fostering pride and reinforcing positive behavior.

Scott Lane is dedicated to increasing parental involvement and welcomes all families to contribute to their vibrant school community. For more information or to get involved, please contact the school office at (408) 423-4100.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	422	95	22.5
Female	201	197	39	19.8
Male	231	225	56	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	28	5	17.9
Black or African American	12	12	3	25.0
Filipino	--	--	--	--
Hispanic or Latino	338	331	82	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	1	7.7
White	25	24	0	0.0
English Learners	222	220	51	23.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	272	270	68	25.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	64	16	25.0

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.35	1.74	4.86	2.78	2.45	2.99	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.86	0.00
Female	3.48	0.00
Male	6.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.73	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	5.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.81	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.

2025-26 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2025.

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.

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	20	3	1	0
1	17	1	1	0
2	17	4	0	0
3	22	1	2	0
4	24	0	3	0
5	27	0	2	0
6	0	0	0	0
Other	20	1	0	0

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	22	0	2	0
1	21	0	3	0
2	18	2	0	0
3	18	4	0	0
4	22	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	20	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	
1	19	1	2	
2	21	2	2	
3	18	2		
4	18	2	1	
5	23	1	1	
Other	22	1	2	

2024-25 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

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	18331	2696	15635	139787
District	N/A	N/A	16,738	\$143,489
Percent Difference - School Site and District	N/A	N/A	-6.8	-2.6
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	33.5	29.6

Fiscal Year 2024-25 Types of Services Funded

Scott Lane Elementary School receives state and federal categorical funds which provide supplemental services to identified students and are approved and monitored through the district office and School Site Council. These programs include Title I school-wide and other local grants. Scott Lane also received additional services for Special Education students as required and monitored by our district Special Education team.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$92,273	\$62,783
Mid-Range Teacher Salary	\$139,485	\$97,783
Highest Teacher Salary	\$165,366	\$128,020
Average Principal Salary (Elementary)	\$210,146	\$160,224
Average Principal Salary (Middle)	\$225,318	\$166,992
Average Principal Salary (High)	\$232,555	\$180,971
Superintendent Salary	\$331,500	\$313,465
Percent of Budget for Teacher Salaries	32.35%	30.05%
Percent of Budget for Administrative Salaries	5.34%	5%

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4