

**Ladera Vista Junior High School of the Arts**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

**Address:** 1700 East Wilshire Dr.  
Fullerton, CA , 92831-4115

**Principal:** William Lynch, Principal

**Phone:** (714) 447-7765

**Grade Span:** 7-8

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/>.

---

# About This School

## William Lynch, Principal

📍 Principal, Ladera Vista Junior High School of the Arts

## About Our School

---



Ladera Vista Junior High School of the Arts is a center for innovation and creativity. We provide students with meaningful, relevant, and rigorous learning opportunities. Through our infusion of the visual, performing, and digital arts, we strive to support each student in making meaningful connections in their learning. As a school community, we exhibit a passion and enthusiasm for exploration, learning, and achievement, and we celebrate and encourage each student's success.

Using a unique balance between challenging Academic and Arts Curriculums, Ladera Vista Students experience an Arts-Infused Common Core Curriculum, through which they connect to a rigorous academic curriculum while integrating the arts. These courses include a strong emphasis on 21st Century Learning and preparedness for high school, with our 1:1 iPad program providing round-the clock access to technology

Our 1:1 iPad Program offers all students the opportunity to engage in fun and meaningful learning activities which promote communication, collaboration, creativity, and critical thinking skills. Students are assigned an iPad at the beginning of the year to use in classes throughout their day. In addition, iPads are taken home to extend student learning through meaningful homework assignments, many of which involve an arts-based focus.

## Contact

---

Ladera Vista Junior High School of the Arts  
1700 East Wilshire Dr.  
Fullerton, CA 92831-4115

Phone: (714) 447-7765

Email: [william\\_lynch@myfsd.org](mailto:william_lynch@myfsd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

|                       |                                                                |
|-----------------------|----------------------------------------------------------------|
| <b>District Name</b>  | Fullerton Elementary                                           |
| <b>Phone Number</b>   | (714) 447-7400                                                 |
| <b>Superintendent</b> | Pletka, Bob                                                    |
| <b>Email Address</b>  | <a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a> |
| <b>Website</b>        | <a href="http://www.fullertonsd.org">www.fullertonsd.org</a>   |

### School Contact Information (School Year 2025–26)

|                                          |                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------|
| <b>School Name</b>                       | Ladera Vista Junior High School of the Arts                                       |
| <b>Street</b>                            | 1700 East Wilshire Dr.                                                            |
| <b>City, State, Zip</b>                  | Fullerton, CA , 92831-4115                                                        |
| <b>Phone Number</b>                      | (714) 447-7765                                                                    |
| <b>Principal</b>                         | William Lynch, Principal                                                          |
| <b>Email Address</b>                     | <a href="mailto:william_lynch@myfsd.org">william_lynch@myfsd.org</a>              |
| <b>Website</b>                           | <a href="http://www.fullertonsd.org/ladera">http://www.fullertonsd.org/ladera</a> |
| <b>Grade Span</b>                        | 7-8                                                                               |
| <b>County-District-School (CDS) Code</b> | 30665066028070                                                                    |

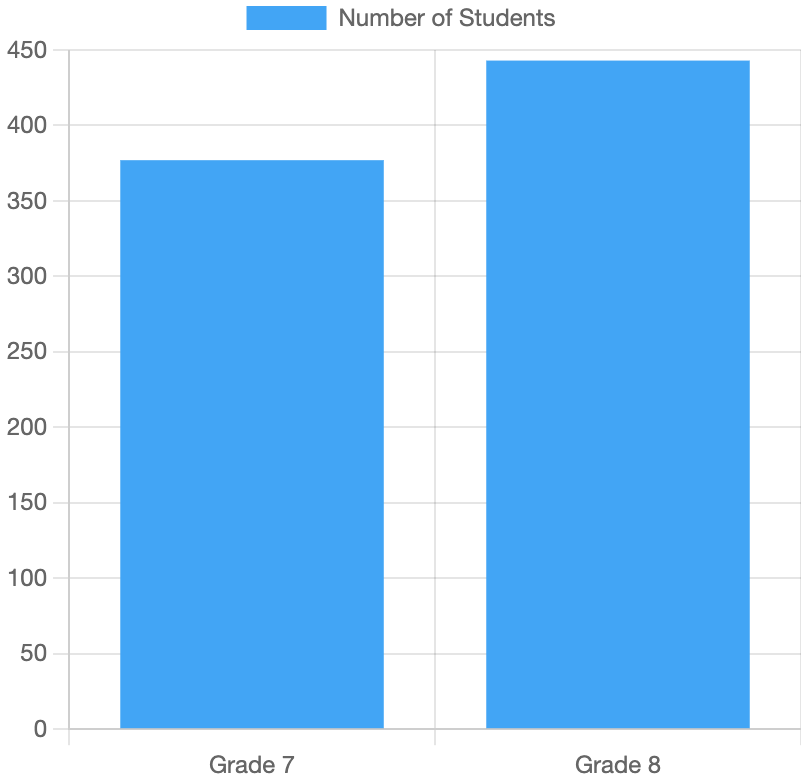
## School Description and Mission Statement (School Year 2025–26)

"Chart your Course! Explore! Learn! Achieve!"

Our entire Ladera Vista Junior High School of the Arts Staff is committed to supporting each student by encouraging them to chart their course and make a commitment to excellence. Our promise is that each of our Spartan Students will have our unwavering support and encouragement to reach their highest potential.

Student Enrollment by Grade Level (School Year 2024–25)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 7          | 377                |
| Grade 8          | 443                |
| Total Enrollment | 820                |



Student Enrollment by Student Group (School Year 2024–25)

| Student Group                       | Percent of Total Enrollment | Student Group (Other)           | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Female                              | 52.80%                      | English Learners                | 10.00%                      |
| Male                                | 47.10%                      | Foster Youth                    | 0.60%                       |
| Non-Binary                          | 0.10%                       | Homeless                        | 2.40%                       |
| American Indian or Alaska Native    | 0.00%                       | Migrant                         | 0.00%                       |
| Asian                               | 6.30%                       | Socioeconomically Disadvantaged | 63.30%                      |
| Black or African American           | 2.60%                       | Students with Disabilities      | 15.10%                      |
| Filipino                            | 1.80%                       |                                 |                             |
| Hispanic or Latino                  | 64.10%                      |                                 |                             |
| Native Hawaiian or Pacific Islander | 0.20%                       |                                 |                             |
| Two or More Races                   | 5.40%                       |                                 |                             |
| White                               | 19.50%                      |                                 |                             |

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

## Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment                                                                                 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|----------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear)<br>Credentialed for Subject and<br>Student Placement (properly<br>assigned) | 33.60         | 88.24%         | 444.20          | 89.46%           | 234405.20    | 84.00%        |
| Intern Credential Holders Properly<br>Assigned                                                           | 0.00          | 0.00%          | 0.00            | 0.00%            | 4853.00      | 1.74%         |
| Teachers Without Credentials and<br>Misassignments ("ineffective"<br>under ESSA)                         | 0.00          | 0.00%          | 2.10            | 0.43%            | 12001.50     | 4.30%         |
| Credentialed Teachers Assigned<br>Out-of-Field ("out-of-field" under<br>ESSA)                            | 0.00          | 0.16%          | 0.80            | 0.16%            | 11953.10     | 4.28%         |
| Unknown/Incomplete/NA                                                                                    | 4.40          | 11.58%         | 49.30           | 9.94%            | 15831.90     | 5.67%         |
| Total Teaching Positions                                                                                 | 38.00         | 100.00%        | 496.60          | 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.

## Teacher Preparation and Placement (School Year 2022–23)

| Authorization/Assignment                                                                                 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|----------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear)<br>Credentialed for Subject and<br>Student Placement (properly<br>assigned) | 34.00         | 93.74%         | 442.40          | 91.60%           | 231142.40    | 83.24%        |
| Intern Credential Holders Properly<br>Assigned                                                           | 0.00          | 0.00%          | 2.00            | 0.41%            | 5566.40      | 2.00%         |
| Teachers Without Credentials and<br>Misassignments ("ineffective"<br>under ESSA)                         | 0.00          | 0.00%          | 5.50            | 1.15%            | 14938.30     | 5.38%         |
| Credentialed Teachers Assigned<br>Out-of-Field ("out-of-field" under<br>ESSA)                            | 0.00          | 0.00%          | 3.20            | 0.67%            | 11746.90     | 4.23%         |
| Unknown/Incomplete/NA                                                                                    | 2.20          | 6.26%          | 29.70           | 6.17%            | 14303.80     | 5.15%         |
| Total Teaching Positions                                                                                 | 36.20         | 100.00%        | 483.00          | 100.00%          | 277698.00    | 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.

## Teacher Preparation and Placement (School Year 2023–24)

| Authorization/Assignment                                                                                 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|----------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear)<br>Credentialed for Subject and<br>Student Placement (properly<br>assigned) | 33.20         | 88.77%         | 478.80          | 94.47%           | 230039.40    | 100.00%       |
| Intern Credential Holders Properly<br>Assigned                                                           | 0.00          | 0.00%          | 0.00            | 0.00%            | 6213.80      | 2.23%         |
| Teachers Without Credentials and<br>Misassignments ("ineffective"<br>under ESSA)                         | 0.00          | 0.00%          | 2.00            | 0.39%            | 16855.00     | 6.04%         |
| Credentialed Teachers Assigned<br>Out-of-Field ("out-of-field" under<br>ESSA)                            | 0.80          | 2.21%          | 7.20            | 1.43%            | 12112.80     | 4.34%         |
| Unknown/Incomplete/NA                                                                                    | 3.30          | 9.02%          | 18.70           | 3.70%            | 13705.80     | 4.91%         |
| Total Teaching Positions                                                                                 | 37.40         | 100.00%        | 506.80          | 100.00%          | 278927.10    | 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.

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

| Authorization/Assignment                              | 2021–22<br>Number | 2022–23<br>Number | 2023–24<br>Number |
|-------------------------------------------------------|-------------------|-------------------|-------------------|
| Permits and Waivers                                   | 0.00              | 0                 | 0.00              |
| Misassignments                                        | 0.00              | 0                 | 0.00              |
| Vacant Positions                                      | 0.00              | 0                 | 0.00              |
| Total Teachers Without Credentials and Misassignments | 0.00              | 0                 | 0.00              |

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

| Indicator                                              | 2021–22<br>Number | 2022–23<br>Number | 2023–24<br>Number |
|--------------------------------------------------------|-------------------|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00              | 0                 | 0.00              |
| Local Assignment Options                               | 0.00              | 0                 | 0.80              |
| Total Out-of-Field Teachers                            | 0.00              | 0                 | 0.80              |

## Class Assignments

| Indicator                                                                                                                                        | 2021–<br>22<br>Percent | 2022–<br>23<br>Percent | 2023–<br>24<br>Percent |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0%                     | 0%                     | 0.00%                  |
| 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%                     | 0.00%                  |

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The Fullerton School District wants every student to have the books and learning materials they need to be successful. Each year, our Governing Board reviews the availability of textbooks and instructional materials to make sure all students have access to high-quality, standards-aligned resources.

On September 16, 2025, the Board held a public meeting to check that every student, including English learners, has their own textbook or digital learning materials for use in class and at home. The Board also ensured that materials align with California’s academic standards.

After reviewing all information, the Board approved a resolution confirming that the Fullerton School District has provided sufficient, standards-aligned instructional materials for all students for the 2025–2026 school year. Our goal is to make sure every student has the tools they need to learn, grow, and succeed.

Year and month in which the data were collected: September 2025

| 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           | 6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2016                                                                                          | 0                                          |
| Mathematics                     | K-8th Grade - Houghton Mifflin Company: Go Math / Yes / 2016                                                                                            | 0                                          |
| Science                         | 7th-8th Grade - Amplify: Amplify Science / Yes / 2020                                                                                                   | 0                                          |
| History-Social Science          | 7th-8th Grade - McGraw-Hill: Impact / Yes / 2019                                                                                                        | 0                                          |
| Foreign Language                | 7th-8th Grade - McGraw-Hill: Asi se Dice! / Yes / 2019                                                                                                  | 0                                          |
| Health                          | ?7th Grade - Holt: McDougal Decisions for Health / Yes / 2005?                                                                                          | 0                                          |
| Visual and Performing Arts      | “All the Arts for all the Kids” lessons/curriculum in visual art, music, dance, and theater Band and string instruments and musical scores (grades 7-8) | 0                                          |
| Science Lab Eqpmt (Grades 9-12) | N/A                                                                                                                                                     | 0                                          |

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

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed 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. Ladera Vista Junior High School has 31 classrooms, a physical education shower and locker building, a gymnasium/performing arts center, a library media center, a speech room and a multi-purpose room. The main campus was built in 1960. Additions were constructed in 1964, 1965 and 1966. Four portable classrooms were added in 2001 and one was added in 2004. The gymnasium/performing arts center was completed in 2006. District 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. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, 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 and exterior painting, and floor systems. During 2024-25, the District spent \$0 on Deferred Maintenance. For the 2025-26 school year, the District budgeted \$0 for Deferred Maintenance expenditures.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

| System Inspected                                                       | Rating | Repair Needed and Action Taken or Planned                                                                                                     |
|------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |                                                                                                                                               |
| <b>Interior:</b> Interior Surfaces                                     | Good   |                                                                                                                                               |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |                                                                                                                                               |
| <b>Electrical:</b> Electrical                                          | Good   |                                                                                                                                               |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Fair   | Rooms 17 -23/Restrooms: Leak under sink p-trap (FY25/26-32975)<br><br>Locker room gym/Restrooms: Loose toilets, leaking valve (FY25/26-32977) |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |                                                                                                                                               |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |                                                                                                                                               |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Fair   | Rooms 24 - 31/Restrooms: door slamming (FY25/26-32976)                                                                                        |

## Overall Facility Rate

Year and month of the most recent FIT report: September 2025

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

| Subject                                                 | School<br>2023–<br>24 | School<br>2024–<br>25 | District<br>2023–<br>24 | District<br>2024–<br>25 | State<br>2023–<br>24 | State<br>2024–<br>25 |
|---------------------------------------------------------|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language Arts / Literacy<br>(grades 3-8 and 11) | 54%                   | 51%                   | 57%                     | 60%                     | 47%                  | 48%                  |
| Mathematics (grades 3-8 and 11)                         | 35%                   | 36%                   | 50%                     | 51%                     | 35%                  | 37%                  |

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 827                     | 761                  | 92.02%                | 7.98%                     | 50.66%                         |
| Female                                        | 439                     | 406                  | 92.48%                | 7.52%                     | 56.90%                         |
| Male                                          | 387                     | 354                  | 91.47%                | 8.53%                     | 43.34%                         |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian                                         | 58                      | 51                   | 87.93%                | 12.07%                    | 70.59%                         |
| Black or African American                     | 20                      | 19                   | 95.00%                | 5.00%                     | 63.16%                         |
| Filipino                                      | 15                      | 12                   | 80.00%                | 20.00%                    | 100.00%                        |
| Hispanic or Latino                            | 527                     | 495                  | 93.93%                | 6.07%                     | 40.49%                         |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 46                      | 44                   | 95.65%                | 4.35%                     | 68.18%                         |
| White                                         | 158                     | 138                  | 87.34%                | 12.66%                    | 68.84%                         |
| English Learners                              | 78                      | 71                   | 91.03%                | 8.97%                     | 8.57%                          |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 25                      | 22                   | 88.00%                | 12.00%                    | 22.73%                         |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 320                     | 294                  | 91.88%                | 8.12%                     | 37.20%                         |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Students with Disabilities                    | 129                     | 104                  | 80.62%                | 19.38%                    | 15.38%                         |

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 827              | 761           | 92.02%         | 7.98%              | 36.27%                  |
| Female                                        | 439              | 407           | 92.71%         | 7.29%              | 34.40%                  |
| Male                                          | 387              | 353           | 91.21%         | 8.79%              | 38.53%                  |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian                                         | 58               | 51            | 87.93%         | 12.07%             | 68.63%                  |
| Black or African American                     | 20               | 19            | 95.00%         | 5.00%              | 47.37%                  |
| Filipino                                      | 15               | 12            | 80.00%         | 20.00%             | 58.33%                  |
| Hispanic or Latino                            | 527              | 490           | 92.98%         | 7.02%              | 23.67%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 46               | 44            | 95.65%         | 4.35%              | 54.55%                  |
| White                                         | 158              | 143           | 90.51%         | 9.49%              | 59.44%                  |
| English Learners                              | 78               | 70            | 89.74%         | 10.26%             | 8.57%                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 25               | 21            | 84.00%         | 16.00%             | 9.52%                   |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 320              | 288           | 90.00%         | 10.00%             | 20.14%                  |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 129              | 104           | 80.62%         | 19.38%             | 11.54%                  |

Note: 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.

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.

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 Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject                                | School<br>2023–<br>24 | School<br>2024–<br>25 | District<br>2023–<br>24 | District<br>2024–<br>25 | State<br>2023–<br>24 | State<br>2024–<br>25 |
|----------------------------------------|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8, and high school) | 33.33%                | 24.24%                | 41.22%                  | 40.89%                  | 30.73%               | 32.52%               |

Note: 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.

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.

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 Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 446              | 397           | 89.01%         | 10.99%             | 24.24%                  |
| Female                                        | 238              | 212           | 89.08%         | 10.92%             | 27.83%                  |
| Male                                          | 207              | 184           | 88.89%         | 11.11%             | 20.22%                  |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian                                         | 37               | 32            | 86.49%         | 13.51%             | 50.00%                  |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 293              | 261           | 89.08%         | 10.92%             | 15.77%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 24               | 23            | 95.83%         | 4.17%              | 43.48%                  |
| White                                         | 73               | 64            | 87.67%         | 12.33%             | 39.06%                  |
| English Learners                              | 46               | 41            | 89.13%         | 10.87%             | 0.00%                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 14               | 13            | 92.86%         | 7.14%              | 0.00%                   |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 175              | 158           | 90.29%         | 9.71%              | 14.65%                  |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 66               | 52            | 78.79%         | 21.21%             | 3.85%                   |

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.

## 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

California Physical Fitness Test Results (School Year 2024–25)  
Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal Strength and Endurance | Component 3:<br>Trunk Extensor and Strength and Flexibility | Component 4:<br>Upper Body Strength and Endurance | Component 5:<br>Flexibility |
|-------|----------------------------------|--------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|-----------------------------|
| 7     | 95.8%                            | 96.6%                                            | 96.3%                                                       | 95.8%                                             | 96.3%                       |

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

#### Opportunities for Parental Involvement (School Year 2025–26)

We truly embrace our partnership with parents to help meet the needs of our students. We have a very active parent involvement at Ladera Vista. We utilize Power School to keep parents informed of student progress, have Parent Conferences in the Fall and Spring, regularly communicate with parents via our automated phone message system and website. Our PTA and ELAC committees meet regularly to discuss how we can help students. Parents who wish to participate in School Site Council, PTSA, English Learners Advisory Council, school activities, or become a volunteer may contact the school office.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

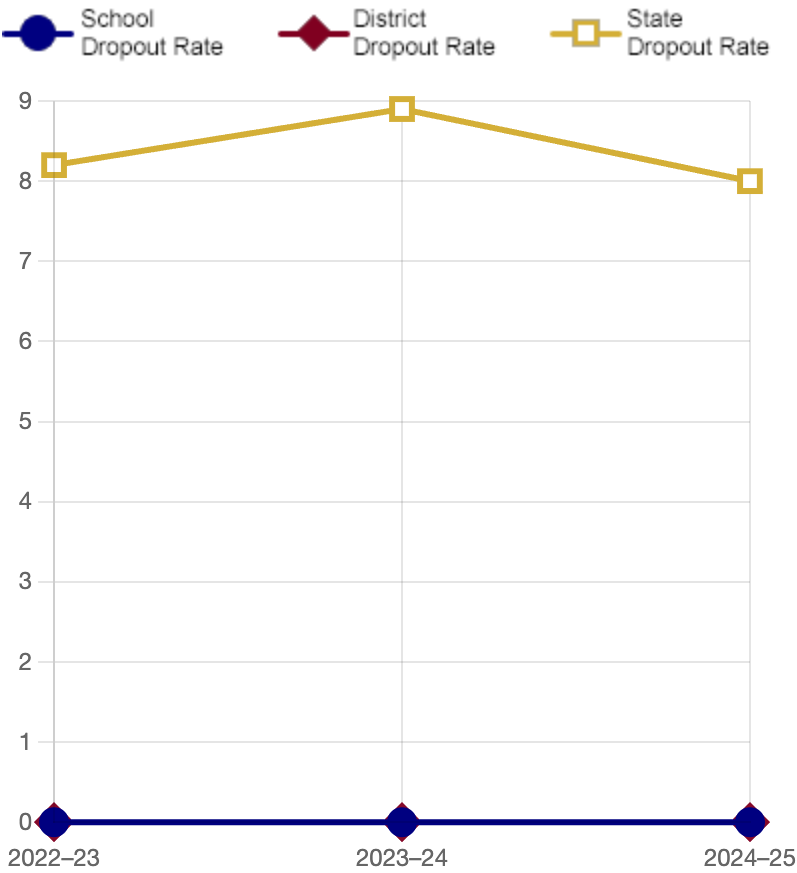
| Indicator          | School<br>2022–<br>23 | School<br>2023–<br>24 | School<br>2024–<br>25 | District<br>2022–<br>23 | District<br>2023–<br>24 | District<br>2024–<br>25 | State<br>2022–<br>23 | State<br>2023–<br>24 | State<br>2024–<br>25 |
|--------------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Graduation<br>Rate |                       |                       |                       |                         |                         |                         | 86.2%                | 86.4%                | 87.5%                |
| Dropout<br>Rate    |                       |                       |                       |                         |                         |                         | 8.2%                 | 8.9%                 | 8.0%                 |

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

Graduation Rates



Dropout Rates



Chronic Absenteeism by Student Group (School Year 2024–25)

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 854                   | 845                                     | 138                       | 16.3%                    |
| Female                                        | 450                   | 447                                     | 73                        | 16.3%                    |
| Male                                          | 403                   | 397                                     | 65                        | 16.4%                    |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | 58                    | 58                                      | 3                         | 5.2%                     |
| Black or African American                     | 22                    | 22                                      | 6                         | 27.3%                    |
| Filipino                                      | 15                    | 15                                      | 0                         | 0.0%                     |
| Hispanic or Latino                            | 547                   | 538                                     | 100                       | 18.6%                    |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 46                    | 46                                      | 2                         | 4.3%                     |
| White                                         | 163                   | 163                                     | 24                        | 14.7%                    |
| English Learners                              | 93                    | 91                                      | 18                        | 19.8%                    |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 28                    | 27                                      | 12                        | 44.4%                    |
| Socioeconomically Disadvantaged               | 544                   | 540                                     | 119                       | 22.0%                    |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 133                   | 133                                     | 34                        | 25.6%                    |

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.

## 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

| Rate        | School<br>2022–<br>23 | School<br>2023–<br>24 | School<br>2024–<br>25 | District<br>2022–<br>23 | District<br>2023–<br>24 | District<br>2024–<br>25 | State<br>2022–<br>23 | State<br>2023–<br>24 | State<br>2024–<br>25 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 3.50%                 | 5.61%                 | 5.50%                 | 1.10%                   | 1.33%                   | 1.34%                   | 3.60%                | 3.28%                | 2.94%                |
| Expulsions  | 0.00%                 | 0.00%                 | 0.00%                 | 0.01%                   | 0.00%                   | 0.00%                   | 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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 5.50%            | 0.00%           |
| Female                                        | 2.44%            | 0.00%           |
| Male                                          | 8.93%            | 0.00%           |
| Non-Binary                                    | 0.00%            | 0.00%           |
| American Indian or Alaska Native              | 0.00%            | 0.00%           |
| Asian                                         | 1.72%            | 0.00%           |
| Black or African American                     | 13.64%           | 0.00%           |
| Filipino                                      | 6.67%            | 0.00%           |
| Hispanic or Latino                            | 6.22%            | 0.00%           |
| Native Hawaiian or Pacific Islander           | 0.00%            | 0.00%           |
| Two or More Races                             | 0.00%            | 0.00%           |
| White                                         | 4.29%            | 0.00%           |
| English Learners                              | 8.60%            | 0.00%           |
| Foster Youth                                  | 0.00%            | 0.00%           |
| Homeless                                      | 17.86%           | 0.00%           |
| Socioeconomically Disadvantaged               | 7.35%            | 0.00%           |
| Students Receiving Migrant Education Services | 0.00%            | 0.00%           |
| Students with Disabilities                    | 12.78%           | 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.

## School Safety Plan (School Year 2025–26)

A comprehensive school safety plan was developed and approved prior to March 1, 2024 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council in January. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Approved: 2/4/2026

Reviewed by Staff: 2/11/2026

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

| <b>Subject</b>        | <b>Average Class Size</b> | <b>Number of Classes* 1-22</b> | <b>Number of Classes* 23-32</b> | <b>Number of Classes* 33+</b> |
|-----------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 25.00                     | 7                              | 25                              | 0                             |
| Mathematics           | 27.00                     | 5                              | 17                              | 6                             |
| Science               | 30.00                     | 1                              | 17                              | 7                             |
| Social Science        | 30.00                     | 0                              | 20                              | 5                             |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

| <b>Subject</b>        | <b>Average Class Size</b> | <b>Number of Classes* 1-22</b> | <b>Number of Classes* 23-32</b> | <b>Number of Classes* 33+</b> |
|-----------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 26.00                     | 7                              | 24                              | 3                             |
| Mathematics           | 30.00                     | 6                              | 12                              | 11                            |
| Science               | 29.00                     | 4                              | 13                              | 10                            |
| Social Science        | 30.00                     |                                | 16                              | 10                            |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

| Subject               | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 26.00              | 7                       | 24                       | 5                      |
| Mathematics           | 33.00              | 2                       | 15                       | 10                     |
| Science               | 29.00              | 2                       | 21                       | 4                      |
| Social Science        | 30.00              | 2                       | 14                       | 10                     |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 822   |

\* 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.

**Student Support Services Staff (School Year 2024–25)**

| Title                                                         | Number of FTE* Assigned to School |
|---------------------------------------------------------------|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                              |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               | 0.50                              |
| Psychologist                                                  | 1.00                              |
| Social Worker                                                 |                                   |
| Nurse                                                         | 0.25                              |
| Speech/Language/Hearing Specialist                            | 1.00                              |
| Resource Specialist (non-teaching)                            |                                   |
| Other**                                                       | 0.00                              |

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$6751.00                    | \$59.00                             | \$6692.00                             | \$112421.00            |
| District                                      | N/A                          | N/A                                 | \$6613.00                             | \$105590.00            |
| Percent Difference – School Site and District | N/A                          | N/A                                 | 1.20%                                 | 6.50%                  |
| State                                         | N/A                          | N/A                                 | \$11146.18                            | \$101700.00            |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | -40.00%                               | 10.50%                 |

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

Types of Services Funded (Fiscal Year 2024–25)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Primary Focus<ul style="list-style-type: none"><li>TK-8 Intervention Programs</li><li>TK-8 English Language Development</li><li>TK-8 Writing Strategies</li><li>TK-8 Language Arts Strategies</li><li>TK-8 Mathematics Strategies</li><li>TK-8 Technology/AI Integration</li><li>TK-8 Science/HSS Programs</li><li>TK-8 Social Emotional Learning</li><li>TK-8 Dual Language Program</li><li>TK-8 PBIS</li></ul></div> <div>Delivery of Professional Development<ul style="list-style-type: none"><li>Staff Development Day</li><li>Workshops</li><li>Conferences</li><li>After-school Workshops</li><li>In-class Coaching</li><li>Virtual Workshops/Trainings</li></ul></div> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Professional Learning Communities
- Webinars

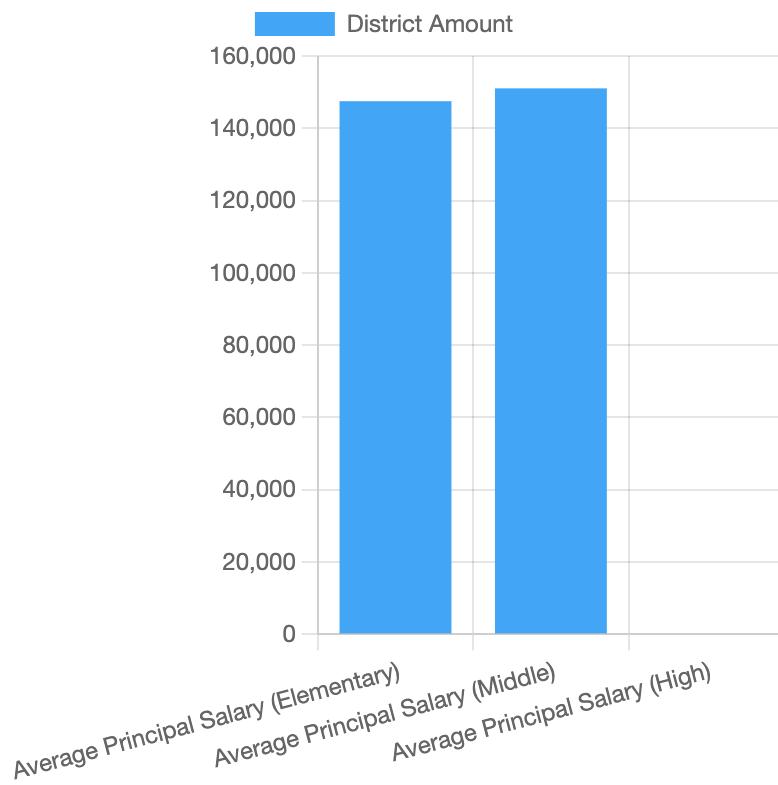
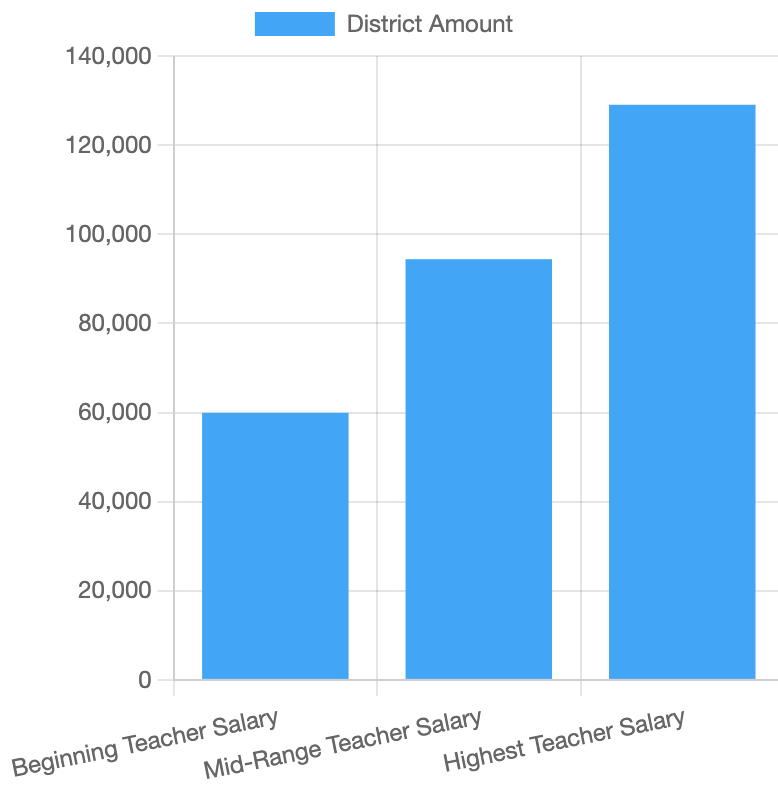
#### Other Related Professional Development Activities

- Data-Driven instruction
- Technology/AI Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Instructional Strategies
- Cultivating Belonging
- GATE Strategies

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

| <b>Category</b>                               | <b>District Amount</b> | <b>State Average For Districts In Same Category</b> |
|-----------------------------------------------|------------------------|-----------------------------------------------------|
| Beginning Teacher Salary                      | \$59927.00             | \$61596.88                                          |
| Mid-Range Teacher Salary                      | \$94397.00             | \$98902.37                                          |
| Highest Teacher Salary                        | \$129055.00            | \$126339.83                                         |
| Average Principal Salary (Elementary)         | \$147497.00            | \$158382.71                                         |
| Average Principal Salary (Middle)             | \$151044.00            | \$165207.00                                         |
| Average Principal Salary (High)               | \$0.00                 | \$162237.00                                         |
| Superintendent Salary                         | \$308900.00            | \$288331.69                                         |
| Percent of Budget for Teacher Salaries        | 30.70%                 | 31.29%                                              |
| Percent of Budget for Administrative Salaries | 6.84%                  | 5.38%                                               |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



**Professional Development**

| Measure                                                                         | 2023–24 | 2024–25 | 2025–26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10      | 10      | 10      |