



# Lammersville Joint Unified Altamont Elementary



## 2023-2024 School Accountability Report Card

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**BOARD OF EDUCATION**  
Ms. Lisa Boulais  
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Mr. Samik Mody  
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**DISTRICT ADMINISTRATION**  
Dr. Kirk Nicholas  
Superintendent  
Gloria Grijalva  
Assistant Superintendent,  
Business Services  
Thorsten Harrison  
Deputy Superintendent,  
Administrative Services  
Heather Sharp  
Assistant Superintendent,  
Curriculum and Instruction

### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

## DISTRICT STATEMENTS

### District Mission:

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members, and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to enter the workforce in a profession of their choice, and to continue lifelong learning.

Lammersville Unified School District is committed to preparing students for a 21st Century Education anchored in the development of students' critical thinking, collaboration, communication, creativity, and citizenship within mentally and physically safe schools and classrooms. We further believe that learning should be based on mastery of content and that personalization of learning should be a priority. We understand that technology is interwoven into all aspects of today's society; therefore, the effective use of technology by students and staff is a significant component of our educational program. Staff will utilize technology to personalize instruction, provide engaging and diverse blended learning lessons, and make efficient data-based decisions. At every grade level, computer skills will be developed to prepare students as discerning consumers of information with the technical skills needed for life and the workforce.

To this end, Lammersville Unified School District will provide language and problem-solving strategies that allow all students to read and comprehend at grade level, while maintaining high literacy and numeracy standards, culminating in college and career ready graduates.

### We believe that:

- Every human being is important and has value.
- The freedom and rights enjoyed in society require that individuals take responsibility for their actions.
- The family is the critical element in an individual's development.
- Reaching one's potential requires great effort.
- Expectations profoundly influence our own performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- People learn best in a safe, healthy environment.
- Meaningful accomplishment enhances the motivation essential for continued success.

## SCHOOL PROFILE

Lammersville Unified School District is located in the southwest corner of San Joaquin County in the city of Mountain House. Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th), Hansen Elementary School (K-8th), Cordes Elementary School (K-8th), Costa Elementary School (K-8th), and Mountain House High (9th-12th).

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	47.20
Male	52.80
Non-Binary	
American Indian or Alaska Native	0.80
Asian	38.80
Black or African American	6.20
Filipino	7.80
Hispanic or Latino	17.10
Native Hawaiian or Pacific Islander	0.50
White	16.20
Two or More Races	10.10
EL Students	12.90
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	12.30
Migrant Education	
Students with Disabilities	9.20

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	117
1st	47
2nd	49
3rd	47
4th	69
5th	60
6th	84
7th	82
8th	87
Total	642

## CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	75.74	198.70	73.61	228,366.10	83.12
Intern Credential Holders Properly Assigned	1.80	6.34	8.10	3.01	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.47	11.40	4.25	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	7.49	22.30	8.26	12,115.80	4.41
Unknown	2.00	6.93	29.30	10.86	18,854.30	6.86
Total Teaching Positions	28.80	100.00	270.00	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	77.44	227.10	76.77	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.50	5.79	15.50	5.26	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.86	23.70	8.02	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.00	2.38	11,953.10	4.28
Unknown	3.30	12.86	22.30	7.56	15,831.90	5.67
Total Teaching Positions	25.80	100.00	295.80	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	76.18	235.50	75.40	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.80	2.96	18.50	5.95	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.20	18.00	44.20	14.15	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.82	9.30	2.99	11,746.90	4.23
Unknown	0.00	0.00	4.60	1.50	14,303.80	5.15
Total Teaching Positions	29.30	100.00	312.40	100.00	277,698.00	100.00

<b>Teachers Without Credentials and Misassignments</b>			
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Permits and Waivers	0.00	1.00	2.90
Misassignments	1.00	0.00	2.20
Vacant Positions	0.00	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>

<b>Credentialed Teachers Assigned Out-of-Field</b>			
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	0.80
Local Assignment Options	0.10	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>2.10</b>	<b>0.00</b>	<b>0.80</b>

<b>Class Assignments</b>			
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.40	0.00	3.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.80	0.00	0.90

#### SCHOOL FACILITIES

Altamont Elementary School facilities were completed in 2014. There are 34 permanent classrooms, a library, a Maker Space, staff room, a multipurpose room, and three playgrounds for primary and upper-grade students.

#### Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

#### Maintenance and Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair 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.

**FACILITY INSPECTION RESULTS**

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

<b>2024-25 School Facility Inspection Summary</b>	
Date of Last Inspection:	08/15/2024
Data Collected:	August 2024
Overall Summary of School Facility Conditions:	Good

<b>School Facility Inspection Results</b>		
<b>Category</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	7: Light is out in MPR.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	12: Concrete/asphalt is cracking in several areas around campus.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Fair	14: Playground needs some rubber patching.

**TEXTBOOKS**

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2021	Yes	0
	Grades: K-2nd / Course: English/Language Arts / Publisher: Houghton Mifflin / Adoption: 2016	Yes	0
	Grades: 3rd-6th / Course: English/Language Arts / Publisher: Benchmark Advance / Adoption: 2016	Yes	0
	Grades: 7th-8th / Course: English/Language Arts / Publisher: Houghton Mifflin / Adoption: 2016		0
Mathematics	Grades: TK / Course: Mathematics / Publisher: McGraw-Hill / Adoption: 2021	Yes	0
	Grades: K-8th / Course: Mathematics / Publisher: Eureka Math / Adoption: 2016	Yes	0
History / Social Science	Grades: TK / Course: History/Social Science/ Publisher: McGraw-Hill / Adoption: 2021	Yes	0
	Grades: K-5th / Course: History/Social Science / Publisher: Pearson - MyWorld / Adoption: 2019	Yes	0
	Grades: 6th-8th / Course: History/Social Science / Publisher: Cengage – National Geographic / Adoption: 2019	Yes	0
Science	Grades: K-8th / Course: Science / Publisher: RCD Units of Study / Adoption: 2019	Yes	0
	Grades: 6th-8th / Course: Science / Publisher: Discovery Education / Adoption: 2023	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

**PUPIL ACHIEVEMENT AND OUTCOMES**

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).

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

## ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	76	72	72	73	73	74	47	46	47
Mathematics (Grades 3-8 and 11)	68	72	67	68	70	69	33	34	35
Science (Grades 5, 8, and 10)	55	55	56	55	58	61	29	30	31



**Assessment Results by Student Group - English Language Arts**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	430	425	98.84	1.16	71.76
Male	238	236	99.16	0.84	66.10
Female	192	189	98.44	1.56	78.84
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	167	164	98.20	1.80	82.32
Black or African American	27	27	100.00	0.00	51.85
Filipino	38	38	100.00	0.00	78.95
Hispanic or Latino	67	66	98.51	1.49	65.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	73	72	98.63	1.37	63.89
Two or More Races	54	54	100.00	0.00	62.96
EL Students	45	42	93.33	6.67	23.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	50	96.15	3.85	56.00
Migrant Education	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	20.00

**Assessment Results by Student Group - Mathematics**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	429	427	99.53	0.47	66.74
Male	237	236	99.58	0.42	66.95
Female	192	191	99.48	0.52	66.49
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	166	165	99.40	0.60	81.21
Black or African American	--	--	--	--	--
Filipino	38	38	100.00	0.00	84.21
Hispanic or Latino	67	66	98.51	1.49	48.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	73	73	100.00	0.00	56.16
Two or More Races	54	54	100.00	0.00	62.96
EL Students	45	45	100.00	0.00	28.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00	0.00	34.62
Migrant Education	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	27.50

**Assessment Results by Student Group - Science**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	146	145	99.32	0.68	55.86
Male	78	78	100.00	0.00	58.97
Female	68	67	98.53	1.47	52.24
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	54	54	100.00	0.00	59.26
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	24	23	95.83	4.17	34.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	24	100.00	0.00	66.67
Two or More Races	18	18	100.00	0.00	66.67
EL Students	15	15	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	15.38
Migrant Education	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	25.00

**OTHER OUTCOMES**

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

**PHYSICAL FITNESS ASSESSMENT**

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.  
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

<b>2023-24 Physical Fitness Test Participation</b>					
<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5th	97	100	99	100	100
7th	95	98	98	96	98

**PARENT ENGAGEMENT**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):  
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**PARENT INVOLVEMENT**

Parents and the community are very supportive of the educational program at Altamont Elementary School. Opportunities for involvement and active participation include: Altamont Parent Teacher Association, volunteering in the classroom, referees, coaches, chaperones, School Site Council, and ELAC (English Language Advisory Committee).  
Our dynamic PTA has taken the lead with Altamont’s fundraising efforts. They have been responsible for creating, organizing and running various successful fundraisers for us such as the “Panther Fun Run”, “Winter Festival”, and our “Family Movie Night”. The money raised from these and other events has been used to fund the purchase of instructional materials, field trip, and art education for our students. In addition to these efforts our wonderful PTA does many, many things to support our school, staff, and the success of our students.

## PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

## CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2023-24</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	721	695	71	10.2
Female	341	327	30	9.2
Male	380	368	41	11.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	310	291	22	7.6
Black or African American	45	42	4	9.5
Filipino	52	50	4	8.0
Hispanic or Latino	116	115	22	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	107	107	9	8.4
Two or More Races	65	65	7	10.8
EL Students	129	120	13	10.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	103	95	18	18.9
Migrant Education	--	--	--	--
Students with Disabilities	80	80	18	22.5

**SCHOOL CLIMATE**

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

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

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
School	1.16	1.61	1.39	0.00	0.25	0.00
District	1.72	1.54	1.92	0.00	0.04	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2023-24</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	1.39	0.00
Female	0.59	0.00
Male	2.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.29	0.00
Black or African American	4.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.93	0.00
Two or More Races	3.08	0.00
EL Students	1.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.94	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.50	0.00

**SCHOOL SAFETY**

The safety of students and staff is a primary concern of Lammersville Joint Unified School District and schools. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. All schools are in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school’s disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The School Site Safety Plan is revised annually in the fall by staff and the School Site Council. It was last reviewed with staff in August 2024.

Students are supervised throughout the day by administration, instructional staff, and parent volunteers. Visitors to the campus must register at the office and receive identification badges that must be displayed at all times.

**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.

### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.25
Nurse	0.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

### CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	22	21	19	2	2	2	4	6	4		0	
1st	23	21	24		2		4	4	4		0	
2nd	25	24	25		0		4	6	4		0	
3rd	19	24	24	6	0			6	4		0	
4th	32	34	34		0		6	0	1		3	4
5th	22	26	20	3	2	3	3	2	4	1	3	
6th	24	23	21	7	11	11	12	18	16		0	
Other	23	15	13	2	2	2	5	0			0	

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	25	29	26	2	0	3	5	8	3		0	2
Mathematics	20	18	18	4	8	5	2	1	2		0	
Science	26	29	28	1	0	1	4	6	2		0	3
Social Science	25	29	28	2	0	2	4	6	2		0	2

### DISTRICT REVENUE SOURCES

In addition to general state funding, Lammersville Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Mandated Costs
- Lottery
- Federal, and State Special Education
- Mental Health
- Federal, Title I
- Federal, Title II Teacher Quality
- Federal Title III English Learner & Immigrant
- Federal Title IV, Student Support Academics
- Arts & Music Grants
- Elementary and Secondary School Emergency Relief Funds (ESSER, ESSER II, ESSER III), (one-time)
- Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation (one time----
- SB117 COVID-19 LEA Response Funds (one time)
- Expanded Learning Opportunity (ELO) Grant (one time)
- In-Person Instruction (IPI) Grant (one time)

### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,685.64
School: From Supplemental/Restricted Sources	\$ 853.20
School: From Basic/Unrestricted Sources	\$ 6,832.44
District: From Basic/Unrestricted Sources	\$ 1,983.95
Percentage of Variation between School & District	244.39 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-36.56 %

### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 59,933.00	\$ 58,855.38
Mid-Range Teachers	\$ 88,340.00	\$ 92,518.89
Highest Teachers	\$ 122,956.00	\$ 114,664.52
Elementary School Principals	\$ 145,102.00	\$ 142,791.42
Middle School Principals	\$ 0.00	\$ 151,077.73
High School Principals	\$ 179,584.00	\$ 167,094.12
Superintendent	\$ 264,000.00	\$ 281,085.68
Teacher Salaries	36.24 %	30.99 %
Administrative Salaries	6.46 %	5.37 %

**SCHOOL SITE TEACHER SALARIES**

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

<b>2022-23 Average Teacher Salary</b>	
School	\$ 87,747.38
District	\$ 85,874.00
Percentage of Variation between School & District	2.18 %
All Similar School Districts	\$ 94,694.00
Percentage of Variation between School & State	-7.34 %

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

The table displays the number of annual professional development days offered during the most recent three-year period.

<b>Professional Development Days</b>			
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Number of Professional Development Days	93	111	146

**PROFESSIONAL DEVELOPMENT**

Staff members build teaching skills and concepts throughout the year. A cadre of instructional coaches provide a large portion of the staff development in addition to coaching individual teachers with specific skills or needs. Web training, videos, and quick articles provide opportunities that better meet the needs of our staff and supplement the in-person training provided. Staff development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. In addition to three annual staff development days, our school staff is consistently participating in various professional development activities, including: year-long academies for New Hires and Blended Learning, web and in person training for specific strategies, tools and curriculum, Professional Learning Community work, conferences and meetings. We continue to enhance the knowledge, skills, and best practices of all staff each year.

**ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS**

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.