



# Lammersville Joint Unified Hansen Elementary School



## 2022-2023 School Accountability Report Card

### SCHOOL ADMINISTRATION

Michelle Baptista  
mibaptista@lammersvilleusd.net

### SCHOOL INFORMATION

39767600137075  
1400 South Durant Terrace  
Mountain House, CA 95391  
(209) 836-7260  
www.lammersvilleschooldistrict.net/

### SUPERINTENDENT

Kirk Nicholas  
knicholas@lammersvilleusd.net

### DISTRICT INFORMATION

Lammersville Joint Unified  
111 S. De Anza Blvd.  
Mountain House, CA 95391-7900  
(209) 836-7400

### BOARD OF EDUCATION

Ms. Lisa Boulais  
Mr. Colin Clements  
Ms. Vanitha Daniel  
Ms. Stephanie Olsen  
Mr. David Pombo

### DISTRICT ADMINISTRATION

Dr. Kirk Nicholas  
Superintendent  
Gloria Grijalva  
Assistant Superintendent,  
Business Services  
Thorsten Harrison  
Associate 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 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 northwest corner of San Joaquin County in the city of Tracy. 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	
2022-23	Percentage
Female	48.60
Male	51.30
Non-Binary	0.10
American Indian or Alaska Native	1.90
Asian	73.30
Black or African American	3.00
Filipino	4.00
Hispanic or Latino	6.00
Native Hawaiian or Pacific Islander	0.30
White	5.60
Two or More Races	4.50
EL Students	7.30
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	5.30
Migrant Education	
Students with Disabilities	5.10

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	120
1st	94
2nd	103
3rd	105
4th	128
5th	96
6th	100
7th	96
8th	94
Total	936

### 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 (CaSAAS). 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)	24.20	80.51	198.70	73.61	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.10	3.01	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	10.18	11.40	4.25	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.20	22.30	8.26	12,115.80	4.41
Unknown	2.10	7.09	29.30	10.86	18,854.30	6.86
Total Teaching Positions	30.00	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)	27.00	76.01	227.10	76.77	234,405.20	84.00
Intern Credential Holders Properly Assigned	3.00	8.45	15.50	5.26	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	3.60	23.70	8.02	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	4.42	7.00	2.38	11,953.10	4.28
Unknown	2.60	7.49	22.30	7.56	15,831.90	5.67
Total Teaching Positions	35.50	100.00	295.80	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	3.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	1.20

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	1.50
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.60	1.50

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.00	6.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

#### SCHOOL FACILITIES

Hansen Elementary School facilities were completed in 2018. There are 35 permanent classrooms, a library, a Makerspace, a Music Room, a PE/Exercise Room, a staff room, a multipurpose room, and two 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.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	10/5/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room B214: classroom is very warm, work order has been submitted.
INTERIOR: Interior Surfaces	Good	Room A133: rip in carpet needs repairing, work order has been submitted.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Exterior: Vestibule lights not coming on in front of multi-purpose room and office.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	Room C129: door stop is broken, work order has been submitted.

**TEXTBOOKS**

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

2023-24 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).

<b>Assessment Results by Subject</b>						
	<b>School</b>	<b>School</b>	<b>District</b>	<b>District</b>	<b>State</b>	<b>State</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>
English Language Arts/Literacy (Grades 3-8 and 11)	82	80	73	73	47	46
Mathematics (Grades 3-8 and 11)	81	81	68	70	33	34
Science (Grades 5, 8, and 10)	70	81	55	58	29	30

<b>Assessment Results by Student Group - English Language Arts</b>					
<b>2022-23</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	627	624	99.52	0.48	80.71
Male	319	317	99.37	0.63	75.24
Female	307	306	99.67	0.33	86.27
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	479	476	99.37	0.63	88.19
Black or African American	16	16	100	0	37.5
Filipino	25	25	100	0	60
Hispanic or Latino	29	29	100	0	44.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100	0	68.75
Two or More Races	35	35	100	0	60
EL Students	22	20	90.91	9.09	25
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100	0	51.85
Migrant Education	0	0	0	0	0
Students with Disabilities	33	33	100	0	27.27

**Assessment Results by Student Group - Mathematics**

<b>2022-23</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	628	627	99.84	0.16	81.47
Male	319	319	100.00	0.00	80.50
Female	308	307	99.68	0.32	82.41
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	479	478	99.79	0.21	88.05
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	76.00
Hispanic or Latino	29	29	100.00	0.00	34.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100.00	0.00	71.88
Two or More Races	35	35	100.00	0.00	71.43
EL Students	22	22	100.00	0.00	36.36
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.00	0.00	44.44
Migrant Education	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	30.30

**Assessment Results by Student Group - Science**

<b>2022-23</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	193	193	100.00	0.00	80.83
Male	100	100	100.00	0.00	81.00
Female	93	93	100.00	0.00	80.65
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	163	163	100.00	0.00	83.44
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



**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>2022-23 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	100	68	94	87	100
7th	97	97	96	96	95

**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 Hansen Elementary School. Opportunities for involvement and active participation include: Hansen Parent Teacher Association, English Learner Advisory Committee, volunteering in the classroom, referees, coaches, and chaperones.  
Our dynamic PTA has taken the lead with Hansen’s fundraising efforts. They have been responsible for creating, organizing and running various successful fundraisers. The money raised from these and other events has been used to fund the purchase of instructional materials, field trips, and art education for our students. In addition to these efforts our wonderful PTA does many things to support and celebrate 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>2022-23</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	976	966	89	9.2
Female	469	466	45	9.7
Male	506	499	44	8.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	22	21	5	23.8
Asian	711	709	56	7.9
Black or African American	30	28	3	10.7
Filipino	42	42	4	9.5
Hispanic or Latino	56	56	7	12.5
Native Hawaiian or Pacific Islander	3	3	2	66.7
White	53	51	7	13.7
Two or More Races	45	42	4	9.5
EL Students	111	111	14	12.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	56	55	8	14.5
Migrant Education	0	0	0	0.0
Students with Disabilities	57	57	3	5.3

**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. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School	0.37	0.52	1.02	0.00	0.00	0.00
District	0.30	1.72	1.54	0.00	0.00	0.04
State	0.20	3.17	3.60	0.00	0.07	0.08

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2022-23</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	1.02	0.00
Female	0.00	0.00
Male	1.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.42	0.00
Black or African American	10.00	0.00
Filipino	2.38	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	4.44	0.00
EL Students	0.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	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 2023.

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.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

**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.

<b>2022-23 Ratio of Number of Pupils per Academic Counselor</b>	
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.

<b>Counseling and Support Staff</b>	
<b>2022-23</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

**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.

<b>Class Size Distribution By Grade</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>
K	24	23	24		2	2	8	6	8			
1st	23	22	24	1			6	8	8			
2nd	22	25	26	1			8	8	8			
3rd	26	23	26				6	10	8			
4th	32	28	32		2		6	8	12			
5th	36	28	29		2	2		7	5	6	1	3
6th	25	23	25	5	12	10	6	16	7		1	11
Other	18	14	17	2	1	1	3					

<b>Class Size Distribution By Subject</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>23</b>
English	35	27	29		2	1	3	6	4	2	3	5
Mathematics	21	26	26	5	2	2	2	7	7			
Science	35	31	31				3	3	5	2	4	2
Social Science	35	32	32				3	2	3	2	4	3

**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
- Tobacco Use Prevention Education (TUPE) Grades 6-12
- Federal, and State Special Education
- Mental Health
- Federal, Title I
- Federal Title II Teacher Quality
- Federal Title III English Learner & Immigrant
- Federal, Student Support Academics
- Coronavirus Relief Fund (CRF) Learning loss mitigation (one time)
- 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>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6200.30
School: From Supplemental/Restricted Sources	\$ 524.48
School: From Basic/Unrestricted Sources	\$ 5675.82
District: From Basic/Unrestricted Sources	\$ 1776.07
Percentage of Variation between School & District	219.57 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-25.38 %

### 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.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 55,882.00	\$ 54,190.13
Mid-Range Teachers	\$ 82,368.00	\$ 85,111.12
Highest Teachers	\$ 114,644.00	\$ 104,998.96
Elementary School Principals	\$ 140,706.00	\$ 132,492.38
Middle School Principals	\$ 0.00	\$ 140,986.75
High School Principals	\$ 167,444.00	\$ 153,884.46
Superintendent	\$ 230,724.00	\$ 255,502.97
Teacher Salaries	37.57 %	32.09 %
Administrative Salaries	6.79 %	5.25 %

### 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.

2021-22 Average Teacher Salary	
School	\$ 78086.29
District	\$ 81,827.00
Percentage of Variation between School & District	-4.57 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	-10.62 %

**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>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Number of Professional Development Days	79	93	111

**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.