

Lucas Elementary Dual Language Academy

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Lucas Elementary Dual Language Academy
Street	3500 Rose Ave.
City, State, Zip	Ceres, California 95307
Phone Number	2095561720
Principal	Angelica Mariscal
Email Address	amariscal@ceres.k12.ca.us
School Website	http://lucas.ceres.k12.ca.us
County-District-School (CDS) Code	50-71043-0127613

2021-22 District Contact Information

District Name	Ceres Unified School District
Phone Number	209-556-1500
Superintendent	Denise Wickham, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
District Website Address	http://www.ceres.k12.ca.us

2021-22 School Overview

Lucas Elementary Dual Language Academy is committed to providing a quality, balanced education that promotes academic excellence in both Spanish and English languages in collaboration with home and community. Our school motto, "Valuing bi-literacy today, leading tomorrow" is what we strive to do on a daily basis. Our district mission statement, Committed to Excellence, Responsive to Every Student, reflects the staff's commitment to our profession, which is also reflected in our school's vision/mission of being "committed to academic excellence with high-quality instruction for all students, creating the opportunities to achieve bi-literacy and proficiency in a culturally valued and diverse learning environment; in which students, teachers, and parents believe and support a bilingual education where students are challenged with rigor and high expectations to become leaders of tomorrow."

Lucas Elementary Dual Language Academy is located in the heart of California's Stanislaus County and is surrounded by the suburban community of Ceres. Upon opening its doors on August 14, 2013, with staff and students, it became 1 of 4 fully immersed dual-language schools in the county. With over 99 elementary schools in the area, we are an optional educational opportunity for many students who either walk to and from school or are transported by their parents on a daily basis. Our campus is located on the southwest side of Ceres and it accommodates students from the entire region. Lucas is a Kindergarten through 6th-grade school, of approximately six-hundred fifty students. From the first day of school, Lucas Elementary included enough classrooms for four classes of Kindergarten and four 1st grade. Now, we have four classes in each grade level K-3, and 3 in each grade level 4th-6th grade. Lucas Elementary also includes a cafeteria, a bilingual library, and an administration office. The school staff includes a principal, an assistant principal, 28 certificated teachers (of which 19 have a Bilingual credential – BCLAD) one 50% resource specialist with 100% para II, one full-time library clerk daily, a 50% school nurse, one 6-hour health clerks daily, a 75% speech teacher, an office manager, secretary, administrative assistant, 8 instructional paraprofessionals, support staff in our cafeteria, three full-time and two half-time custodians, and crossing/noon duty staff members, and P.E. and music teachers who provide services 2 days per week for all grades.

The school year consists of 180 instructional days with ten minimum days for parent conferences and teacher professional learning and ten early release days for teacher collaboration. The students in the first - sixth grades are in school for 310 instructional minutes per day. The kindergarten students are in school for 300 minutes per day all school year. The school has a Parent-Teacher Club that supports extra-curricular programs, classroom budgets, special events, and facilities for the school. The culture is diverse at Lucas Elementary Dual Language Academy of the approximately 653 students which of 47% are English learners (ELs). All our students receive free lunch due to a grant the district qualified for. School-wide reward systems

2021-22 School Overview

revolve around a focus on life skills, good behavior, leadership habits, and student greatness. Each month is dedicated to a designated life skill, which is reinforced, by teachers and presenters in our assemblies; students earning class rewards; monthly Owl Pride Assemblies; Students of the Month as well as trimester awards for academic achievement. Lucas receives supplementary funding from Title I due to being designated as "school-wide" which allows all students to be eligible for services.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	96
Grade 2	96
Grade 3	95
Grade 4	92
Grade 5	94
Grade 6	93
Total Enrollment	662

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	0.6
Filipino	0.2
Hispanic or Latino	92.9
White	5.1
English Learners	48.5
Homeless	0.5
Socioeconomically Disadvantaged	75.4
Students with Disabilities	5

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	84.0	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	26.1	4.1	12115.8	4.4
Unknown	4.0	16.0	45.4	7.2	18854.3	6.9
Total Teaching Positions	25.0	100.0	630.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected		2020/08	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%
Foreign Language	Texts from Reading/Language Arts (Adelante), Mathematics (Go Math), History-Social Science are also utilized and purchased in Spanish.	Yes	

School Facility Conditions and Planned Improvements

Although no school was given a score from the facility inspection due to COVID-19, In the past ten years that the school has been opened we have received good scores. We pride ourselves in maintaining a clean, safe, and adequate environment for all students and staff. We routinely make our rounds in all areas of the school to improve any areas of need.

Year and month of the most recent FIT report

2/26/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	NT	NT	NT	NT
Female	185	NT	NT	NT	NT
Male	171	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	329	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	159	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	15	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	NT	NT	NT	NT
Female	185	NT	NT	NT	NT
Male	171	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	329	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	159	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	15	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
All Students	356	276	77.53%	22.47%	52.17%
Female	185	146	78.92%	21.08%	53.42%
Male	171	130	76.02%	23.98%	50.77%
American Indian or Alaska Native	0	0	0	0	0
Asian	4	3	75.00%	25.00%	66.67%

Black or African American	2	1	50.00%	50.00%	100.00%
Filipino	0	0	0	0	0
Hispanic or Latino	329	257	78.12%	21.88%	50.19%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	21	15	71.43%	28.57%	80.00%
English Learners	128	90	70.31%	29.69%	26.67%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	216	80.30%	19.70%	50.93%
Students Receiving Migrant Education Services	13	11	84.62%	15.38%	36.36%
Students with Disabilities	15	8	53.33%	46.67%	25.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
All Students	356	280	78.65%	21.35%	35.00%
Female	185	146	78.92%	21.08%	29.45%
Male	171	134	78.36%	21.64%	41.04%
American Indian or Alaska Native	0	0	0	0	0
Asian	4	3	75.00%	25.00%	33.33%
Black or African American	2	1	50.00%	50.00%	0.00%
Filipino	0	0	0	0	0
Hispanic or Latino	329	262	79.64%	20.36%	33.97%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	21	14	66.67%	33.33%	57.14%
English Learners	128	92	71.88%	28.13%	21.74%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	219	81.41%	18.59%	33.33%
Students Receiving Migrant Education Services	13	11	84.62%	15.38%	18.18%

Students with Disabilities	15	8	53.33%	46.67%	0.00%
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	NT	NT	NT	NT
Female	47	NT	NT		
Male	39	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Recognizing that parent involvement is crucial in student education, Lucas Elementary staff is focused on engaging all parents. Prior to COVID school closures, Lucas Elementary staff provided many transition activities, including parent workshops, school tours, and informative parent meetings about our program. Parents were also offered multiple opportunities for family engagement meetings and events throughout the year (Parent Academy, Coffee with the Principal, Parent Tuesdays, Back to School Night, Open House, Chaperones, Parent Conferences, Student Study Team meetings, Parent surveys, Family Engagement meeting, etc.). In order to continue providing our parents and community members with involvement opportunities during these unprecedented times, we have scheduled parent involvement opportunities via ZOOM and in person. Even though parents are not allowed on campus, we are offering the option of in-person for any parent meeting. For example, SST's, 504s, IEPs, back-to-school night, parent-teacher conferences, ELAC and SSC. Notices of such meetings (Parent Academy, SSC, ELAC, to name a few) are posted in advance via Parent Square. Teachers send messages to the parents of their students to remind them of the importance of their involvement.

The staff is supported in their educational efforts by the School Site Council (SSC), ELAC, and the Parent Teacher Club (PTC). These teams include parents, staff (both certificated and classified), and other community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	671	666	142	21.3
Female	353	351	68	19.4
Male	318	315	74	23.5
American Indian or Alaska Native	1	1	1	100.0
Asian	6	6	0	0.0
Black or African American	3	3	1	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	625	620	133	21.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	34	34	6	17.6
English Learners	322	322	79	24.5
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	505	503	123	24.5
Students Receiving Migrant Education Services	28	26	9	34.6
Students with Disabilities	38	38	10	26.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.15	0.00	6.21	0.53	3.47	0.20
Expulsions	0.00	0.00	0.36	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.92	2.45
Expulsions	0.00	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The staff and Administration at Lucas Elementary Dual Language Academy are committed to providing students and employees a safe and secure environment. Our SAFE SCHOOL PLAN is designed to assist staff and students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Additionally, it will help our school in providing a safe and civil learning environment. This plan has been developed to comply with the California Code of Regulations, Title V, Education, Section 560 and is based on input from administrators, teachers, paraprofessionals, clerical staff, custodians, and other staff and parents, students, and law enforcement representatives. The primary goal of this plan is to assist our school site in preparing for the potential of emergencies.

To assess the school's culture, identify the physical needs of the campus, and create a prioritized list of proposed campus improvements, various school/district statistics are reviewed on an annual basis. These statistics are related to the following: attendance, crime, disciplinary measures, counseling services, health services, and student outcomes. The following are strategies and programs implemented in order to help provide and maintain a high level of security:

- * Employees are trained on the scenarios addressed in the Comprehensive School Safety Plan
- * Emergency/Modified lockdown emergency procedures have been streamlined, and all employees have been trained
- * SRO's are called periodically to observe the traffic patterns during arrival and dismissal to ensure traffic flow surrounding the school.
- * The Safe and Civil Committee meets to review all safety and security procedures and make necessary recommendations and changes.
- * To ensure that students engage in safe behavior, the school continues the implementation of Multi-Tiered Systems of Support in Academics (Response To Intervention {RTI}), Behavior (Nurture Heart and Positive Behavior Intervention Supports {PBIS} programs) and Social/Emotional Support (Social Skills Facilitator {SSF}, Student Support Specialist {SSS}, Mental Health Clinician).
- * Security has been increased by making sure all visitors sign in using Raptor and walk through the main office if they need to be on campus.
- * Ongoing campus assessments are conducted by the lead custodian, cafeteria personnel, and other staff and reported to Administration.
- * All the staff is trained each year on child abuse reporting procedures, blood-borne pathogens.

In order to be compliant in providing and ensuring a safe and orderly school environment conducive to learning (EC 35294.2), Lucas Elementary will focus on the following three components; #1. (Positive School Climate) Promoting and sustaining a positive school climate through developing a comprehensive program that creates a culture that promotes equity, safety, respect, and opportunity for all. Lucas will work with staff, students, and parents through this comprehensive program to create a sense of community, which demonstrates compassionate, responsible, and ethical behavior as a community of learners. This is all supported through a process in building and maintaining a positive and safe school climate which includes Safe and Civil School, Family Engagement, Positive Behavior Intervention Support System (PBIS), and MTSS (Multi-Tiered Systems of Support). #2. (Physical Environment) We are aware that one of the aspects of a safe school environment is the quality of the security and maintenance of the school grounds. The safety and appearance of the school grounds are likely to make an immediate impression on students, parents, and the community. Providing a safe environment allows us to nurture, in each student, the desire to contribute and to make meaning out of life. The opportunity to improve in this area will be based on creating a school environment that is inviting and promotes safety, pride, a sense of ownership, and freedom from fear. Safe and Civil Schools promotes an annual evaluation of safety preparedness, including emergency procedures. Staff and students need to feel adequately prepared to deal with natural disasters, medical emergencies, and student behavior emergencies. The opportunity to improve in this area will ensure all staff and students are prepared in case of an emergency by conducting monthly fire drills, lockdown drills three times a year, and earthquake drills twice a year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		8	
1	24		8	
2	24		8	
3	23		8	
4	30		6	
5	30		6	
6	30		6	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		8	
1	24		8	
2	24		8	
3	24		8	
4	32		6	
5	30		6	
6	30		6	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		8	
1	24		8	
2	24		8	
3	24		8	
4	31		6	
5	31		6	
6	31		6	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,003.05	1,694.94	6,308.11	77,352.87
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-22.1	-10.7
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-29.0	-11.0

2020-21 Types of Services Funded

Lucas Elementary Dual Language Academy receives monies from General, Title 1 and LCAP funding. The funds are used strategically to increase student learning. Title I and LCAP funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, print shop, additional learning and practice opportunities, and extended learning beyond the regular school day, as well as paying for salaries for support staff which directly work with students (administrative assistant, Kinder and intervention paraprofessionals, library media clerk), provide professional development for staff, and provide opportunities for parent engagement.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,961	\$52,562
Mid-Range Teacher Salary	\$84,640	\$83,575
Highest Teacher Salary	\$113,668	\$104,166
Average Principal Salary (Elementary)	\$127,121	\$131,875
Average Principal Salary (Middle)	\$129,795	\$137,852
Average Principal Salary (High)	\$147,414	\$150,626
Superintendent Salary	\$245,856	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. In 19-20, due to school closures during the pandemic, many of our professional learning plans for the spring had to be placed on hold, so the number was lower than in previous years. During the 2020-2021 school year, 5 professional development days, 13 grade-level planning sessions, and all early release Wednesdays were utilized for growth, collaboration, and professional development. During the 2021-2022 school year, there will be a total of 13 release day professional learning opportunities led by math and literacy instructional coaches, 18 staff and team meetings, four learning task force meetings, four MTSS meetings, five professional development days, ten PLC early release days focused around growth, collaboration and professional development.

At Lucas Elementary, teachers are provided with learning opportunities during staff meetings, release days, on some minimum days, and professional development days. Grade Level data is reviewed on a regular basis to trigger staff development plans for professional development days. Differentiated instruction targeted to student need is implemented school-wide in both designated times and integrated throughout the day. The district provides three Professional Development days for our site to focus on professional growth in areas of student achievement. Second language acquisition continues to be a focus, as well as ELD, literacy, math, and writing. Substitutes are provided for teachers to have access to district instructional coaches for continued support and content area expertise. Site teachers also participate in lesson study days and district professional development days, as well as conferences during the school year or summer. Teachers collaborate via grade-level meetings, often during their prep time, and other created opportunities during admin to student assemblies and presentations. The professional development Lucas participate in is aligned to the district's strategic plan, as well as specific site needs.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	42

Ceres Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Ceres Unified School District
Phone Number	209-556-1500
Superintendent	Denise Wickham, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
District Website Address	http://www.ceres.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7261	580	7.99	92.01	49.83
Female	3653	295	8.08	91.92	57.97
Male	3608	285	7.90	92.10	41.34
American Indian or Alaska Native	27	4	--	85.19	--
Asian	359	40	11.14	88.86	67.50
Black or African American	116	6	5.17	94.83	--
Filipino	33	4	12.12	87.88	--
Hispanic or Latino	5813	468	8.05	91.95	47.97
Native Hawaiian or Pacific Islander	51	3	5.88	94.12	--
Two or More Races	55	5	9.09	90.91	--
White	807	50	6.20	93.80	48.98
English Learners	2336	75	3.21	96.79	5.33
Foster Youth	24	7	29.17	70.83	--
Homeless	326	22	6.75	93.25	45.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5971	470	7.87	92.13	48.29
Students Receiving Migrant Education Services	342	34	9.94	90.06	29.41
Students with Disabilities	709	40	5.64	94.36	10.26

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7263	523	7.20	92.80	14.75
Female	3653	260	7.12	92.88	15.83
Male	3610	263	7.29	92.71	13.69
American Indian or Alaska Native	27	3	--	88.89	--
Asian	359	39	10.86	89.14	38.46
Black or African American	116	3	2.59	97.41	--
Filipino	33	5	15.15	84.85	--
Hispanic or Latino	5815	422	7.26	92.74	12.32
Native Hawaiian or Pacific Islander	51	3	5.88	94.12	--
Two or More Races	55	4	7.27	92.73	--
White	807	44	5.45		20.93
English Learners	2336	67	2.87	97.13	1.49
Foster Youth	24	6	25.00	75.00	--
Homeless	326	18	5.52	94.48	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5972	424	7.10	92.90	13.92
Students Receiving Migrant Education Services	342	24	7.02	92.98	8.33
Students with Disabilities	709	38	5.36	94.64	5.26