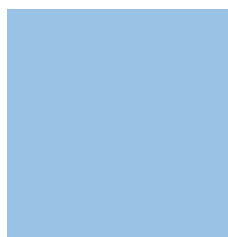
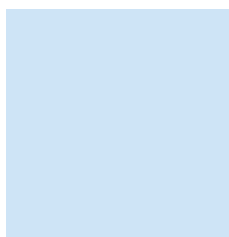


# SARC School Accountability Report Card 2018-19

Published in 2019-20



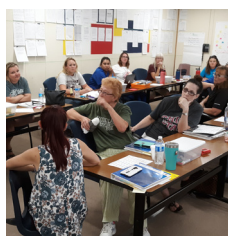
## Lucerne Valley Elementary School

Grades TK-6  
CDS Code 36-75051-6035976

Burt Umstead  
Principal  
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## Lucerne Valley Unified School District

8560 Aliento Road Lucerne Valley, CA 92356 ▪ [www.lucernevalleyusd.org](http://www.lucernevalleyusd.org)

Peter Livingston, Superintendent ▪ [Peter\\_livingston@lucernevalleyusd.org](mailto:Peter_livingston@lucernevalleyusd.org) ▪ (760) 248-6108



## Principal's Message

Welcome to Lucerne Valley Elementary School (LVES). We are the only elementary school located in the high-desert community of Lucerne Valley, which is located just south of Barstow, west of Yucca Valley and nestled in the valley just east of Big Bear. Our school is one of the hallmarks of our community with a history that dates back to the one-room schoolhouse. The original school bell sits in front as a reminder of days past and upholding tradition.

Our diverse student population includes not only transitional kindergarten (TK) through grade 6, but also preschool programs and a specialized county class. Because we are the sole elementary school in the district, the students come from many backgrounds and socioeconomic levels. There is a unique feel of community and mutual support within the school.

Our school mascot is the eagle, which represents many qualities, including tenacity, leadership and keen vision. LVES promotes Eagle pride. Students and staff generate the intrinsic power of pride in individual and group accomplishments, citizenship and academics.

LVES is a professional learning community (PLC). We work together, share ideas and methodologies, brainstorm, and collaborate in the effort of ensuring optimal learning opportunities for our students; in the process of doing so, it becomes the optimal learning environment for all. Teachers work in both grade-level teams and in vertical leadership teams. All employees on staff share in both the responsibility and the rewards of our student success.

Our focus is on a safe school with staff and students who are responsible and show respect for others and themselves. We have adopted the framework Positive Behavioral Interventions and Supports (PBIS) to help assist our community of learning to encourage and implement positive ways to interact with each other. In this endeavor, we will empower each other for long-term success.

At the beginning of the 2019-20 school year, certificated and classified staff participated in two days of professional development of Restorative Practices provided by SBCOE. Staff members will use their knowledge to promote community building and positive behavior.

The brand new Lucerne Valley Elementary School Bud Biggs' STEM Lab provides problem-based learning for our students. STEM Lab students have opportunities to be problem solvers, risk takers, critical thinkers and innovators in a controlled environment. By working through a combination of learning strategies they discover the nature of a problem, understand the variables involved and gain a perspective viewpoint of those affected.

Students will be able to participate in hands-on activities that are designed to instill curiosity, and critical thinking, helping students develop the skills needed to be successful in life.

## School Mission Statement

Lucerne Valley Elementary School is a community of safe, respectful and responsible citizens.

Working together, we empower each other to achieve academic and social success for all.

## School Vision Statement

All students will be proficient in State grade-level standards as determined by valid assessment measures. This will be achieved through the use of a highly qualified and trained staff, full implementation of effective curriculum, and research proven interventions under the guidance and support of highly qualified administrators. LVUSD will be a safe, caring, supportive environment for all.

## Parental Involvement

Parental and community involvement is essential, evident and always welcomed. Parents play a vital role at Lucerne Valley Elementary School. There are many opportunities for parent participation. Formal opportunities include participation in the School Site Council (SSC), the LVES Booster Club and parent volunteer work.

Volunteering in the classroom and at school events is encouraged and popular. Of course, communicating frequently with each student's teacher, reviewing homework and papers that are sent home, attending back-to-school night and open-house activities, and participating in parent-teacher conferences are essential ways of strengthening the partnership between home and school.

For more information on how to become involved, please contact office manager Karol Thompson or Principal Burt Umstead at (760) 248-7659.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The Lucerne Valley Unified School District will become a model district in the state of California.

The Lucerne Valley Unified School District will prepare students to be responsible and productive citizens in a continually changing society and instill in them the desire to be a lifelong learner.

## Governing Board

Jim Harvey, president

Tom Courtney, vice president

Ruben Medina, clerk

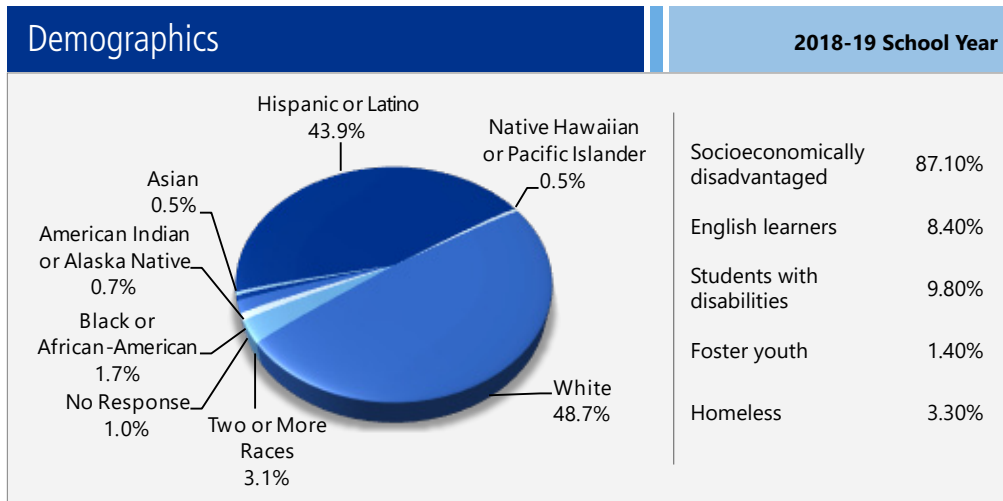
Jessica Risler, member

Chelsea LaGrange, member



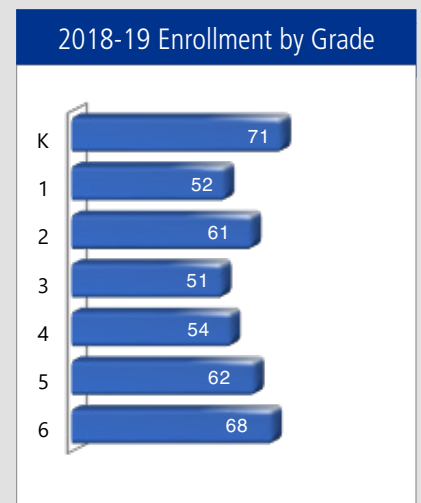
## Enrollment by Student Group

The total enrollment at the school was 419 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



## School Safety

The district has a comprehensive districtwide safety plan that stresses emergency preparation. Local law enforcement and fire personnel work closely with the school. The plan is a working document, which will constitute updates and change as needed for its optimal use. One of the school leadership teams, Safe School Leadership Team (SSLT), contributes to revisions and helps to keep the staff updated. Fire, lockdown and earthquake drills are regularly carried out.

Visitors to the campus must sign in at the office before entering school grounds. Gates are locked during all school hours. Emergency evacuation and fire drills occur regularly, and a safety committee is in place to help ensure all necessary components are in place and up-to-date. All buildings housing students meet Field Act standards. The fire department and the district inspect facilities annually. The safety of students and staff at Lucerne Valley Elementary School is paramount. Every effort is made to ensure every aspect of school safety is reviewed and implemented as appropriate.

The school site is a trained Clean Sweep school. Security cameras are in place, and new safety equipment installed is in tandem with the program. The Education Code is adhered to, and a good working relationship with the San Bernardino County Office of Education—for assistance, as needed—is in place.

The district safety plan was most recently reviewed, updated and discussed with school faculty in January 2020.

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Lucerne Valley ES			Lucerne Valley USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Suspension rates</b>	10.5%	8.7%	7.0%	4.0%	9.8%	15.0%	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





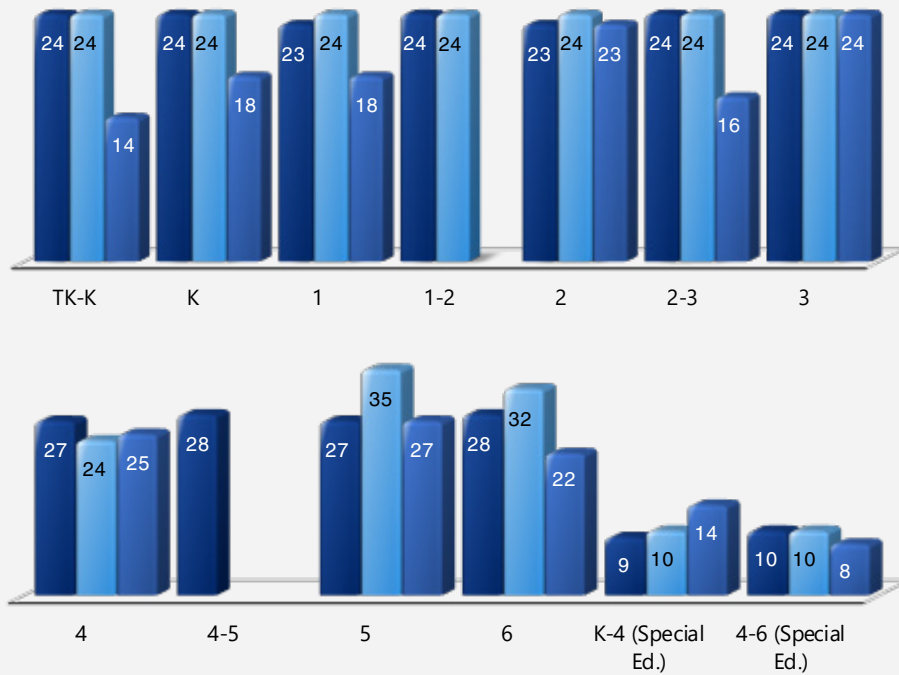
## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

#### Three-Year Data

■ 16-17 ■ 17-18 ■ 18-19



## Types of Services Funded

Services funded by general funds and categorical funds are:

- Regular comprehensive education for all students
- Special education books and instructional supplies for our Specialized Academic Instruction programs
- Library and media center
- Books, instructional materials, computers and related software for our English language learner program
- Tobacco, drug and alcohol prevention programs
- Assemblies, field trips and fifth-grade science camp
- K-3 Class Size Reduction and Quality Education Investment Act (QEIA) based class-size reduction school-wide
- Schoolwide Accelerated Reader program
- After-school program

### Number of Classrooms by Size

#### Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K		1			1		1		
K		2			2		2	2	
1		1			2		1	2	
1-2		1			1				
2		1			2			2	
2-3		1					1		
3		2			2			2	
4		1			2			2	
4-5		1							
5		2				2		2	
6		2			2			3	
K-4 (Special Ed.)	1			1			1		
4-6 (Special Ed.)	1			1			1		

Lucerne Valley Eagles "SOAR"  
 S – Safety First  
 O – On Time, On Task  
 A – Act Responsibly  
 R – Respect Self and Others





## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Lucerne Valley ES		Lucerne Valley USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Lucerne Valley ES		Lucerne Valley USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	30%	33%	34%	33%	50%	51%
Mathematics	16%	24%	18%	22%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Lucerne Valley ES
	<b>Grade 5</b>
Four of six standards	20.4%
Five of six standards	25.9%
Six of six standards	16.7%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	239	233	97.49%	2.51%	33.48%
Male	116	112	96.55%	3.45%	27.68%
Female	123	121	98.37%	1.63%	38.84%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	99	96	96.97%	3.03%	21.88%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	119	117	98.32%	1.68%	41.88%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	209	203	97.13%	2.87%	30.54%
English learners	42	41	97.62%	2.38%	19.51%
Students with disabilities	27	27	100.00%	0.00%	11.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	13	92.86%	7.14%	15.38%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

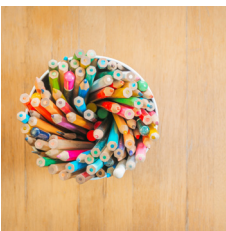




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	236	233	98.73%	1.27%	24.46%
Male	115	112	97.39%	2.61%	20.54%
Female	121	121	100.00%	0.00%	28.10%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	96	96	100.00%	0.00%	14.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	119	117	98.32%	1.68%	30.77%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	206	203	98.54%	1.46%	22.66%
English learners	41	41	100.00%	0.00%	14.63%
Students with disabilities	27	27	100.00%	0.00%	7.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	13	100.00%	0.00%	7.69%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.







## Textbooks and Instructional Materials

All textbooks used in the core curriculum at Lucerne Valley Elementary School are aligned to the California Content Standards and Frameworks. Lucerne Valley Unified School District (LVUSD) follows the state's eight-year textbook-adoption cycle, adopting texts and materials in a given subject every eight years. The process for K-6 adoption begins with the district Curriculum, Instruction and Assessment Committee, which consists of teachers, administrators and parents, looking at material samples and those that have been piloted through the year from the approved list from the California Department of Education. Using a protocol for evaluating materials for rigor and alignment with Common Core State Standards, the committee makes a recommendation for adoption. The process for selecting Transitional Kindergarten materials begins with the district Curriculum, Instruction and Assessment Committee evaluating materials, upon their determination that the material fits within the curriculum framework, the committee makes a recommendation for local school board adoption. At this point, the public has an opportunity to look at materials and hear the suggestion of that committee and offer opinions and suggestions. Finally, the information is sent to the local governing board for approval.

The McGraw-Hill California Math Course 1 was adopted for use in the 2015-16 school year in grade 6. Eureka Math was adopted for use in grades K-5, and TPT Guiding Kinders was adopted for transitional kindergarten and kindergarten. Science and History/social science materials currently being used are from a local governing-board-approved list and are aligned to meet the needs of our students. Our science and social sciences materials undergo a process of review by site administrators and teachers to ensure a sufficient alignment exists between them and the competencies our students are required to master. All students, including English learners, have access to state standards-based textbooks for all of their core subjects for use at home and in the classroom, as well as access to a computer-based program to assist in English language arts, math and language acquisition. No classes are offered in visual and performing arts.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Reading: National Geographic, Reach for Reading (TK-6)	2016/2019
Mathematics	Eureka Math, Emprint/Moran (TK-5)	2016/2019
Mathematics	California Math: Course 1, McGraw-Hill (6)	2014
Science	Scott Foresman California Science, Pearson Scott Foresman (TK-6)	2006/2016
History/social science	Reflections, California Series; Harcourt School Publishers (TK-6)	2006/2016

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Lucerne Valley ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		✧
Foreign language		✧
Health		✧

✧ Not applicable.

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/12/2019



S.O.A.R. On Eagles S.O.A.R. On







## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		8/27/2019
<b>Date of the most recent completion of the inspection form</b>		8/27/2019

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Restrooms/fountains</b>	8 Rooms - Girls' & Boys' Restrooms: Stall doors/latches not functioning as designed. Installing new latches for stalls.  20 Rooms - Boys' Restrooms: Urinal is damaged, broken, or clogged. Plumbing repairs.	9/9/2019
<b>Structural</b>	20 Rooms - Girls' Restrooms: Damage to stairway/ramp. Repair surface and structural support.	12/16/2019

## School Facilities

Lucerne Valley Elementary School provides a safe, clean and functional environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1954. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

Campus improvements in 2019-20:

- Repairs to toilets
- Trimming of trees
- Painting projects

Today, the entire school consists of 31 classrooms. Three of these are used for programs provided by outside agencies, including a preschool. Five rooms are used for the After School All Stars Program.

This includes one computer lab, a STEM lab, a library, English language learner (ELL) support room, multi-purpose room (cafeteria, auditorium and stage) and playground areas (preschool, kindergarten, primary and upper grade).

## School Facilities

*Continued from left*

Additional rooms on campus are used for a variety of purposes, including intervention, support services, staff and parent involvement.

All of our classrooms and library are networked with internet access, with computers for student use in every room. Through categorical funding and grants in the 2010-11 school year, the school library purchased more than \$10,000 in Accelerated Reader books and other library materials. Materials are continually updated with new funding each year.

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, administrators and campus security staff circulate throughout the campus to monitor student activities. During the lunch period, campus security staff provide supervision in the cafeteria and common gathering areas. When students are dismissed at the end of the day, administrators and teachers are stationed in strategic locations to ensure students leave campus or travel to after-school activities in a safe and orderly manner.

The school site is neat and clean, and the facilities are adequate to meet the needs of the students. New paint and carpeting are installed periodically. A custodial staff works both during and after school as well as some nonstudent days to provide a well-maintained campus. The campus is entirely fenced and kept locked whenever students are present.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, obtain and wear a visitor's badge, and then return to the office upon departure.

District and site maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our school has a team of custodians that clean the campus daily as well as over holidays and school breaks. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of the daily routines.

Last year our school has added solar panels in the parking areas. The solar panels will eventually supply 85% of the school's power. We have gone green!!!

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Lucerne Valley Elementary School took place on August 27, 2019.

*Continued on sidebar*



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Lucerne Valley USD	Lucerne Valley ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	38	14	13	14
Without a full credential	10	4	7	8
Teaching outside subject area of competence (with full credential)	2	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Lucerne Valley ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	1

## Professional Development

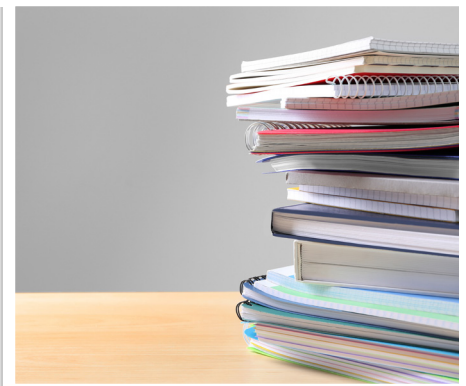
Professional development is an essential factor in effective schools. We are committed to ensuring our staff regularly participates in opportunities to maintain an educational level of excellence. Our instructional program is driven by student data that is consistently examined by administration and staff. It is used throughout our school to make informed decisions about assessment, curriculum, pedagogy and student services.

This essential data identifies student and school needs and progress. As a staff, we are focused on developing strong professional learning communities. Intervention specialists, grade-level teams and the principal meet in small group teams regularly. We have balanced our instructional minutes throughout the week to provide a minimum day for students each Wednesday. The remainder of this day is used for training and collaboration for staff. In addition, we encourage teachers to attend conferences and workshops that promote their professional growth.

Prior and during each school year, there are three to 10 days dedicated to staff development in areas such as technology, writing, math, language and the sciences. These specifically designated days are taught by well-respected professionals in their areas of expertise. In the 2019-20 school year, the focus has been on safety and Common Core State Standards, and Social-Emotional Learning.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		3	7	7

✧ Not applicable.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.00
Social worker	0.00
Nurse	0.60
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	1.00



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](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 [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Lucerne Valley USD	Similar Sized District
<b>Beginning teacher salary</b>	\$45,528	\$43,574
<b>Midrange teacher salary</b>	\$72,576	\$63,243
<b>Highest teacher salary</b>	\$92,863	\$86,896
<b>Average elementary school principal salary</b>	\$117,872	\$103,506
<b>Average high school principal salary</b>	\$118,276	\$108,954
<b>Superintendent salary</b>	\$139,050	\$136,125
<b>Teacher salaries: percentage of budget</b>	26%	30%
<b>Administrative salaries: percentage of budget</b>	5%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Lucerne Valley ES</b>	\$5,576	\$64,873
<b>Lucerne Valley USD</b>	\$12,328	\$79,645
<b>California</b>	\$7,507	\$64,732
<b>School and district: percentage difference</b>	-54.8%	-18.5%
<b>School and California: percentage difference</b>	-25.7%	+0.2%

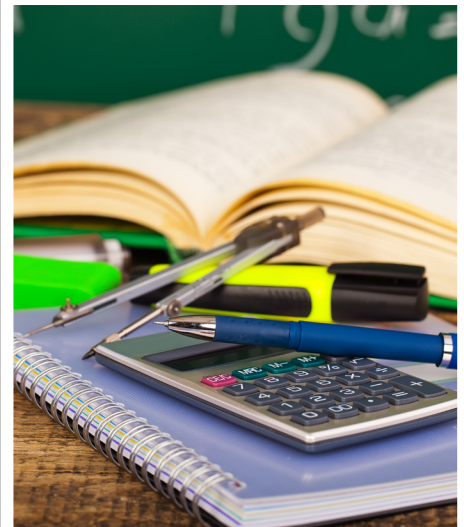
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$6,976
<b>Expenditures per pupil from restricted sources</b>	\$1,400
<b>Expenditures per pupil from unrestricted sources</b>	\$5,576
<b>Annual average teacher salary</b>	\$64,873



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

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