

San Lucas Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	San Lucas Elementary School
Street	53675 San Benito St.
City, State, Zip	San Lucas, CA 93954
Phone Number	(831) 382-4426
Principal	Jessica Riley
Email Address	jriley@sanlucasschool.com
Website	www.sanlucasschool.com
County-District-School (CDS) Code	27661836026645

Entity	Contact Information
District Name	San Lucas Union Elementary School District
Phone Number	8313824426
Superintendent	Jessica Riley
Email Address	jriley@sanlucasschool.com
Website	www.sanlucasschool.com

School Description and Mission Statement (School Year 2019-20)

The San Lucas Union Elementary School District's highly trained and effective staff, in partnership with our students, their parents, and the community, will provide each student with the most appropriate educational opportunities in a safe, secure environment so that all students can achieve their full potential as contributing members of society both locally and globally.

School Profile

San Lucas School is a rural, agriculturally based district, with a population of approximately 73 students in grades K-8. Approximately 90% of San Lucas students are Hispanic and 10% are White, or two or more races. 89% of students are socioeconomically disadvantaged. Currently, 19% of students qualify for special services and we are a School-Wide Title I school. 32% of our students are English Language Learners. The cultural and ethnic diversity of our student population presents both a challenge and opportunity in striving towards our District's goals and objectives.

San Lucas School offers an average of 332 instructional minutes per day for Kindergarten thru 2nd Grade students and 352 instructional minutes for students in grades 4 thru 8. We schedule eight minimum days per year, mostly for computing final grades and parent conferences. The school year consists of 180 days. We also offer an afterschool program through the After School Education and Safety (ASES) grant. The school is located approximately 40 miles north of Paso Robles, and 10 miles south of King City.

The district was established in 1900, and the main building was constructed in the mid-1930's, with other additions completed in the mid to late 1950's. The main building was modernized in 1992/93, with an addition of portables taking place in 1999 and 2000. During the summer and fall of 2013, San Lucas School completed a large scale modernization project upgrading the bathrooms, multipurpose room, fire alarm system, bell and clock systems, and removing two old portables and replacing them with two newer ones. During the summer of 2017, the school completed a Proposition 39 Energy Efficiency project to update the HVAC units on the main building, external and internal lighting, and smart thermostats.

The current school facilities include a main building which consists of two classrooms, a resource room/ intervention room, a computer lab with computers purchased between 2017-2019, a multipurpose room with a stage, a kitchen, and school offices. Six portables house an additional classroom, a library, a teacher resource room, a staff room, the After School Program, and a Makerspace. Multi-grade classes are taught in each classroom. Bus facilities and large playground areas with equipment purchased in spring 2010 complete the school setting. The school has a 1:1 technology device to student ratio for grades 1-8.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	10
Grade 1	8
Grade 2	10
Grade 3	6
Grade 4	8
Grade 5	9
Grade 6	4
Grade 7	11
Grade 8	7
Total Enrollment	73

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	90.4
White	8.2
Two or More Races	1.4
Socioeconomically Disadvantaged	89
English Learners	32.9
Students with Disabilities	19.2
Homeless	17.8

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	4	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

San Lucas Union Elementary held a public hearing on 10, 2019 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 September 10, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company -- Adopted 2018	Yes	0
Mathematics	Eureka Math - Adopted 2016	Yes	0
Science	Harcourt - Adopted 2005 Holt - Adopted 2007	Yes	0
History-Social Science	Holt - Adopted 2008 Houghton Mifflin - Adopted 2008	Yes	0
Foreign Language	Santillana -Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building at San Lucas Elementary was originally constructed in 1935 and is comprised of 3 classrooms, a multipurpose room and cafeteria, a kitchen, a computer lab, and several offices. In addition there are several modular buildings housing a classroom, the library, a teacher resource room, and the staff lounge. The District had a large modernization project during the summer of 2013 including: replacing two modular classrooms, restorations of restrooms, replacement of the fire alarm and intercom system, and the painting of the exterior buildings. The new playground equipment was installed in the Spring of 2010.

Cleaning Process: The principal works daily with the custodial staff of 1 part-time employee 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 of 1 full-time employee ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	San Lucas Union School District does not have gas service.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	30	49	30	50	50
Mathematics (grades 3-8 and 11)	9	11	9	11	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	46	93.88	6.12	30.43
Male	23	21	91.30	8.70	19.05
Female	26	25	96.15	3.85	40.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	44	41	93.18	6.82	26.83
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	42	39	92.86	7.14	33.33
English Learners	27	25	92.59	7.41	28.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	46	93.88	6.12	10.87
Male	23	21	91.30	8.70	9.52
Female	26	25	96.15	3.85	12.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	44	41	93.18	6.82	7.32
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	42	39	92.86	7.14	12.82
English Learners	27	25	92.59	7.41	8.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Many school activities are planned to allow for students to visit their child's school including Back to School Night, Open House, Winter Program, Family Awards Breakfasts, parent/teacher conferences, and other school events. San Lucas School has an active San Lucas School Parents' Club. Parents' Club allows parents the opportunity to be involved in school activities and put on events for the community. Any funds raised by the Parents' Club are used to enhance the education of the students at San Lucas School. Parents have many other opportunities to be involved with areas such as School Site Council, volunteering in the classrooms, or chaperoning field trips. Since 2014, parents are invited annually to a meeting to give their input on the formation of the Local Control and Accountability Plan.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	1.3	2.2	0.0	1.3	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

San Lucas Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **Child Abuses Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
2. **Disaster Procedures:** The Safety Plan addresses all disaster procedures in order to ensure the safety of students and school personnel. Emergency drills are held once a month and evaluated for effectiveness.
3. **School Discipline:** San Lucas Elementary has created a schoolwide discipline plan based on Positive Behavior Intervention and Support (PBIS). It is outlined in the Student Handbook, and communicates high standards and expectations. It holds students accountable for their behavior. Every student receives a copy and it is reviewed in student assemblies and classroom presentations. Staff members consistently enforce the schoolwide standards.
4. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
5. **Sexual Harassment Policy:** San Lucas Elementary strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is outlined in the Student Handbook at the beginning of the school year. Employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
6. **Schoolwide Dress Code:** San Lucas Elementary believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.
7. **Safe and Orderly Environment:** San Lucas Elementary believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

Date of Last Review/Update: Winter, 2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	7	2			6	2			5	2		
1	8	1			9	1			8	1		
2	8	1			7	1			10	1		
3	6	1			9	1			6	1		
4	8	1			10	1			8	1		
5	8	1			8	1			9	1		
6	5	1			10	1			4	1		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
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	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,440.00	\$4,092.00	\$11,348.00	\$50,522.00
District	N/A	N/A	\$11,348.00	\$50,522.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$4,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	86.3	-25.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Special Education
 Home to School Transportation
 Title I, Part A
 Title II Part A, Subpart 2, Improving Teacher Quality
 After School Safety and Education Program
 Supplemental Educational Services
 Behavioral Health Counseling
 Speech Therapy
 Occupational Therapy

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,426	\$45,252
Mid-Range Teacher Salary	\$50,911	\$65,210
Highest Teacher Salary	\$74,094	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$75,380	\$124,686
Percent of Budget for Teacher Salaries	22%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

San Lucas Elementary provides extensive staff development for Kindergarten through Grade Eight teachers. The staff development programs address major school district priorities related to the core curriculum, instructional strategies and classroom management with an emphasis on writing instruction, mathematics, science, and English Language Development. Newly-hired teachers participate in a beginning teacher induction program through the Monterey County Office of Education. This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years. Current training was provided on district curriculum, technology, and assessments and data analysis. Additionally, teachers and administrators may be released from duty to attend workshops or conferences conducted throughout the year. Staff participates in two on-site district professional development days and 7-8 Professional Learning Community meetings per school year. The first PLC of each school year involves a review of testing data and identification of student needs. For the 18/19 year, teachers received PD from their newly adopted ARC Curriculum and the iReady Math intervention (by Curriculum Associates). For the 19/20 year, teachers received Math PD and technology PD from the Monterey County Office of Education.