

LaVerne Elementary Preparatory Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	9966 I Ave. Hesperia, CA , 92345- 8732	Principal:	Debbie Ann Tarver, CEO
Phone:	(760) 948-4333	Grade	K-7
		Span:	

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Debbie Ann Tarver, CEO

📍 Principal, LaVerne Elementary Preparatory Academy

Contact

LaVerne Elementary Preparatory Academy
9966 I Ave.
Hesperia, CA 92345-8732

Phone: [\(760\) 948-4333](tel:(760)948-4333)

Email: debbie.tarver@lepacademy.com

Contact Information (School Year 2025–26)

LEPA's vision is to provide an education for scholars that follows the Classical Model, which addresses the whole child. Our scholars are encouraged to perform to their personal best in all activities, and will be recognized for their individual efforts. Scholars' ethnic and cultural backgrounds are recognized and appreciated. They are encouraged to understand the individual differences in traditions and cultures of their peers and the global community. We value parental participation and believe in keeping parents advised of their scholar's learning. Our goal is for the scholars of LEPA to leave our school with the appropriate academic and social skills necessary to integrate into higher levels of education and to become a productive part of their community.

District Contact Information (School Year 2025–26)

District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	Smith, Michelle
Email Address	michelle.smith@hesperiausd.org
Website	www.hesperiausd.org

School Contact Information (School Year 2025–26)

School Name	LaVerne Elementary Preparatory Academy
Street	9966 I Ave.
City, State, Zip	Hesperia, CA , 92345-8732
Phone Number	(760) 948-4333
Principal	Debbie Ann Tarver, CEO
Email Address	debbie.tarver@lepacademy.com
Website	https://lepacademy.com/
Grade Span	K-7
County-District-School (CDS) Code	36750440118059

School Description and Mission Statement (School Year 2025–26)

LaVerne Elementary Preparatory Academy (LEPA) is a directly funded public charter school, which opened in 2008, serving students in grades TK-6 in the surrounding neighborhood of Hesperia. The goal of LEPA is to prepare students for entrance into college, university, or trade school. Students enrolled at LEPA are equipped with the skills and desire necessary to be self-motivated learners. LEPA

recruitment strategies target scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. LEPA seeks to enroll student demographics that are reflective of the surrounding community and the Hesperia School District.

Mission

The mission of LaVerne Elementary Preparatory Academy is to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom and develop character within a rich, diverse and nurturing learning environment.

Vision

Our vision for LaVerne Elementary Preparatory Academy is to equip all scholars, regardless of race, ethnicity, or economic status with the tools they need to be successful students throughout their lives.

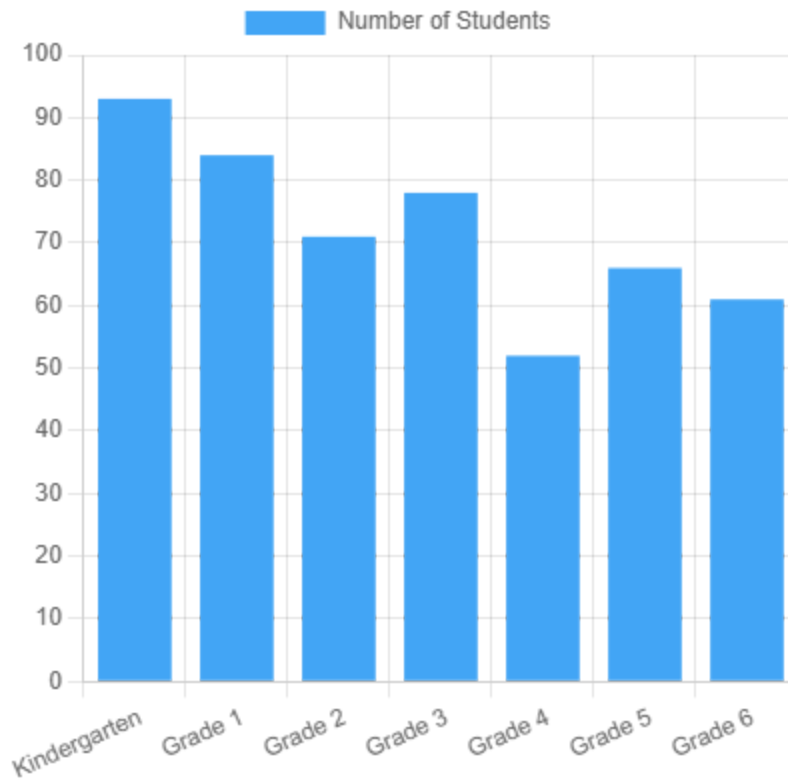
We envision that LEPA scholars will become:

- Lifelong Learners
- Exceeding Expectations
- Pursuing Knowledge
- Achieving Academic Excellence

We envision a school where the measure of success is a person's ability to respect differences in others, strive for excellence in everything they do, believe in themselves and what they can achieve, and come to the realization that their capacity for learning is never completely realized.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	93
Grade 1	84
Grade 2	71
Grade 3	78
Grade 4	52
Grade 5	66
Grade 6	61
Total Enrollment	505



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	54.50%
Male	45.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	3.00%
Filipino	0.20%
Hispanic or Latino	85.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.80%
White	8.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	68.30%
Students with Disabilities	5.30%

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 Preparation and Placement (School Year 2021–22)

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)	19.00	79.17%	851.70	79.75%	234405.20	84.00%
Intern Credential Holders Properly Assigned	4.00	16.67%	26.80	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17%	50.90	4.77%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	37.50	3.52%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	100.80	9.44%	15831.90	5.67%
Total Teaching Positions	24.00	100.00%	1067.90	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

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)	18.00	75.00%	838.80	78.90%	231142.40	83.24%
Intern Credential Holders Properly Assigned	5.00	20.83%	25.40	2.39%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	72.10	6.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.17%	38.00	3.58%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	88.70	8.35%	14303.80	5.15%
Total Teaching Positions	24.00	100.00%	1063.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

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)	16.50	67.35%	844.30	78.05%	230039.40	100.00%
Intern Credential Holders Properly Assigned	4.00	16.33%	37.70	3.49%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.08%	78.40	7.25%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	12.24%	49.30	4.56%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	71.80	6.64%	13705.80	4.91%
Total Teaching Positions	24.50	100.00%	1081.80	100.00%	278927.10	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	1.00
Misassignments	1.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0	1.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	3.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	1	3.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1%	0%	0.00%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: July 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(TK) Reading & Phonics: Abeka, 2008</p> <p>(K) Reading & Phonics: Abeka, 2008</p> <p>(K-2) Phonics: Houghton Mifflin Harcourt, Saxon Phonics and Spelling, 2008</p> <p>(1-6) Reading: Benchmark Advance, 2019</p> <p>(3-7) ELA: Hake, n/a</p> <p>(7) ELA: Amplify, n/a</p>	0
Mathematics	<p>(TK) Houghton Mifflin Harcourt, Saxon Math, 2008</p> <p>(K-7) SAVVAS, Envision Math 2.0, 2018</p>	0
Science	<p>(TK-2) Studies Weekly, n/a</p> <p>(K-5) Cengage Learning: Exploring Science, 2024</p> <p>(6-7) TCI, n/a</p>	0
History-Social Science	<p>(TK-2) Studies Weekly, n/a</p> <p>(2-6) SAVVAS: My World Interactive, 2024</p> <p>(7) TCI, n/a</p>	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Safety

Daily inspections of the campus are conducted, and ongoing maintenance ensures school facilities are kept safe, in good working condition, clean, and adequate for the student population. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and support staff are strategically assigned to designated entrance areas and the playground. During recess, teachers and instructional assistants supervise students to ensure they are moving about the campus safely. Throughout the day, the staff monitors student behavior to ensure they are practicing safe and orderly conduct. Our school is a closed campus. During school hours, only designated persons are allowed on campus. All visitors must sign in at the school's office and wear identification badges while on school grounds. There is a security guard on campus at all times to ensure the safety of the staff, scholars, and parents.

Cleanliness

LEPA maintains a team of custodians who work with site administration and teachers to maintain a clean campus. Day custodians are responsible for classroom, restroom, and general cleaning and maintenance of the school grounds. They also assist with cafeteria setup/cleanup, office area cleaning, and trash removal. In-depth cleaning is done in the evening and on school breaks.

Adequacy

The campus consists of 30 classrooms which include a resource room, counseling office, and space for small group instruction. There is also a multipurpose room

and large playground area. The Kindergarten playground is fenced, creating additional safety for our youngest scholars. All site facilities provide adequate space for our students and staff.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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 Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	56%	64%	28%	30%	47%	48%
Mathematics (grades 3-8 and 11)	55%	64%	17%	19%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	245	99.19%	0.81%	64.08%
Female	128	126	98.44%	1.56%	65.08%
Male	119	119	100.00%	0.00%	63.03%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	217	215	99.08%	0.92%	61.40%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	81.25%
English Learners	46	45	97.83%	2.17%	31.11%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	125	99.21%	0.79%	54.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	35.71%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	245	99.19%	0.81%	63.67%
Female	128	126	98.44%	1.56%	58.73%
Male	119	119	100.00%	0.00%	68.91%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	217	215	99.08%	0.92%	61.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	87.50%
English Learners	46	45	97.83%	2.17%	46.67%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	125	99.21%	0.79%	56.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	35.71%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	23.08%	43.55%	15.58%	18.19%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	62	100.00%	0.00%	43.55%
Female	35	35	100.00%	0.00%	37.14%
Male	27	27	100.00%	0.00%	51.85%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	52	52	100.00%	0.00%	42.31%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	26	26	100.00%	0.00%	38.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Parents are invited to participate in a variety of school activities including Open House, Parent-Teacher conferences, Harvest Festival, music performances, awards ceremonies, the school spelling bee, science fair, and field trips. Activities are advertised through school calendars and newsletters and on the website. Reminders are provided frequently to keep parents up to date. Parents who wish to be involved make contact with their child's teacher, administration, or office personnel.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	515	20	3.9%
Female	287	278	10	3.6%
Male	249	237	10	4.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	15	1	6.7%
Filipino	--	--	--	--
Hispanic or Latino	461	442	19	4.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	43	42	0	0.0%
English Learners	97	92	4	4.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	376	361	19	5.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	36	4	11.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00	0.00	0.00	5.56	4.93	4.19	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.33	0.22	0.25	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	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	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Description of Activity, Leadership, Tools, and Timeline:

- February 2025 - The School Safety Committee discussed and agreed upon an updated list of the roles of all staff members and discussed new safety protocols.
- The committee reviewed current policies and procedures and agreed upon changes which needed to be implemented or clarified.
- July 2025- An updated safety policy handbook was distributed to all staff.
- Emergency practice drills were planned and will be carried out as scheduled with staff and scholars at campus.
- Proper hygiene and sanitation practices are reviewed with students and staff on an ongoing basis.
- Administration annually reviews staff files and notifies staff of upcoming renewal status for CPR, First Aid Certification, and annual mandated reporter training.
- The Safety Committee will meet again in February 2026 to plan and schedule employee safety training for the upcoming school year.
- Also in February of 2026, the Safety Committee will meet to review and update the school safety plan as needed.

Our Safety Plan covers the following topics: Duty to report child abuse or neglect, disaster procedures and evacuation plans, bomb threat procedures, active shooter training from local law enforcement, how to complete Incident/Accident forms, and a list of emergency contact phone numbers. Staff members are also provided with the following: a copy of Suspected Child Abuse form and Guidelines for School Safety Procedures which covers topics such as Health and Safety, Electronic Office Equipment Safety, Universal Precautions, First Aid reference, CPR guide, and the use of EPI-Pens. This is not an all-inclusive list of the contents of the safety plan.

Schoolwide Safety Objectives:

Objective 1: Ensure proper health and safety protocols are continuously followed by all students and staff.

Objective 2: Students and staff will be trained in a variety of emergencies and respond appropriately to them. Staff will communicate to parents/guardians the procedures should a disaster occur.

Objective 3: Maintain staff CPR/First Aid Training and Certification.

Objective 4: Devise solutions to eliminate or reduce safety hazards to students in the parking lot and drive through area and increase traffic flow efficiency.

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) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	4	0
1	26.00	0	4	0
2	22.00	0	3	0
3	26.00	0	3	0
4	24.00	0	3	0
5	21.00	1	2	0
6	16.00	3	0	0
Other**	0.00	0	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	4	0
1	20.00	2	2	0
2	23.00	0	4	0
3	20.00	2	1	0
4	23.00	0	3	0
5	22.00	0	3	0
6	20.00	2	1	0
Other**	0.00	0	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	4		
1	21.00	3	1	
2	24.00		3	
3	20.00	3	1	
4	17.00	3		
5	22.00	2	1	
6	20.00	2	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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	7