

Landmark Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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/fq/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.

2023-24 School Contact Information

School Name	Landmark Elementary School
Street	235 Ohlone Park Way
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 761-7940
Principal	Roisin Fahey
Email Address	roisin_fahey@pvusd.net
School Website	https://www.landmark.pvusd.net/
County-District-School (CDS) Code	44-69799-0102673

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Welcome to Landmark Elementary, our school is 20 years old this year. Landmark Elementary School staff is committed to supporting and respecting every student so that they feel seen, heard, and valued! Since the school's opening, we have worked hard to build a school community where children can learn and grow to their full potential. Our students, teachers, and families are our primary focus. We prioritize social-emotional learning and community connectedness as well as personalized goal setting with students that includes student recognition so that students feel invested in their learning and understand how to achieve success. We identify students who need extra help in early literacy and provide flexible groupings to support their achievement of grade-level reading targets. Teachers collaborate to differentiate the adopted curriculum and provide intervention as well as extensions for students in math and language arts. All students participate in enrichment classes, such as PE, music, art, and science.

We are implementing the ELD/ELA framework to further refine our abilities to meet the needs of our English Learners. We promote academic language development throughout the school day. We have a newly adopted Designated ELD platform for language learners. We have high expectations for our students, and our excellent teachers work hard to promote student achievement. We care about kids and learning. We are proud of our school program and look forward to welcoming new students into our Landmark School family. Please come and visit!

We will provide opportunities for individuals to share their strengths and widen their experience in a safe and structured environment. We will model and always encourage the pursuit of excellence. We will do all of these things by working hard, collaborating, reaching out to the community, setting goals and always believing in ourselves, and the students we are here to educate. Success builds on success, we believe all students can achieve!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51

Grade 1	77
Grade 2	75
Grade 3	78
Grade 4	67
Grade 5	64
Total Enrollment	412

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	51.9%
American Indian or Alaska Native	0.5%
Asian	1.9%
Filipino	2.9%
Hispanic or Latino	90.5%
Two or More Races	0.2%
White	3.9%
English Learners	56.8%
Homeless	6.6%
Migrant	7.8%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	18.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	86.30	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	9.09	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.57	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	21.80	100.00	893.30	100.00	274759.10	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.24	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.76	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	21.00	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers	0.90	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	4.7
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Technology

All students have been provided a Chromebook and if necessary, a hotspot. These chromebooks are used for curricular projects, skill practice and development on academic platforms, and for standardized test taking. Some of the current digital learning platforms being used include, but are not limited to: Lexia, Footsteps to Brilliance, Khan Map Accelerator, Renaissance Learnign, and We Video. All classrooms are outfitted with a TV Monitor, and every teacher has a document camera for instructional display. All teachers have wireless access to email and the Internet. All teachers have a chrombook on with which they enter assessment data.

Textbooks

We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

Curriculum

Common Core State standards, we utilize Benchmark Advance/Adelante for ELA and Bridges for Math.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education, Benchmark Adelante (Spanish)/2019, Pioliting Vista Learning Connect Sail and Soar (ELD)	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
Foreign Language			NA
Health	Positive Prevention Plus PPP Health Curriculum for 5th Grade Instruction	Yes	NA
Visual and Performing Arts	QuaverEd for music and Art of Education for Visual Arts	Yes	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

Year and month of the most recent FIT report

9/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		1: screens? Loose faucet 14: 3water stianed ceiling tiles/ loose faucet 15: 8 water stained ceiling tiles 20: ceiling tiles (1) 21: ceiling tiles (5) 23: ceiling tile 33: baseboards repair 7: needs paper towel dispenser Lab 28: ceiling tiles (3)

School Facility Conditions and Planned Improvements

				Mu 1: secure racks expired fire extinguisher
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1: screens? Loose faucet 14: 3water stianed ceiling tiles/ loose faucet 25: no drinking fountain Library: outside drinking fountain low pressure R.R: boy's 3rd sink no h2o/ girl's #2 sink just runs
Safety: Fire Safety, Hazardous Materials	X			Mu 1: secure racks expired fire extinguisher
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	18	12	28	26	47	46
Mathematics (grades 3-8 and 11)	12	14	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	202	98.06	1.94	12.38
Female	110	108	98.18	1.82	11.11
Male	96	94	97.92	2.08	13.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	187	183	97.86	2.14	12.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	111	96.52	3.48	2.70
Foster Youth	0	0	0	0	0
Homeless	22	21	95.45	4.55	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	191	99.48	0.52	12.57
Students Receiving Migrant Education Services	17	16	94.12	5.88	18.75
Students with Disabilities	29	29	100.00	0.00	6.90

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	205	99.51	0.49	13.66
Female	110	110	100.00	0.00	10.00
Male	96	95	98.96	1.04	17.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	187	186	99.47	0.53	11.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	114	99.13	0.87	6.14
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	192	100.00	0.00	13.02
Students Receiving Migrant Education Services	17	17	100.00	0.00	23.53
Students with Disabilities	29	29	100.00	0.00	6.90

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.11	16.13	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	62	98.41	1.59	16.13
Female	33	33	100.00	0.00	12.12
Male	30	29	96.67	3.33	20.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	16.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	35	34	97.14	2.86	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	16.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4	98.4	98.4	98.4	98.4

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.

2023-24 Opportunities for Parental Involvement

We actively encourage parents to be involved in their children's education to the greatest extent possible. Each week a Principal's Message is sent to families via email and text. In addition, fliers that provide information on school events and initiatives are created and sent home with students. We plan and hold events to inform parents of ways to get involved as well as events that provide information about what their children are being taught in the area of bully prevention and social-emotional competencies. At these events, we also ask our stakeholders for input on approaches and initiatives that their families and communities prioritize. In addition to informative nights, we hold enriching events like Family Movie Nights as well as Family Art/Fun Nights through partnerships with community organizations. Parents can join our School Site Council (SSC), Home and School Club, and English Language Advisory Committee (ELAC). Our parent volunteers call families personally to invite them to events and to provide information on specific ways to get involved with the organization and support schoolwide student recognition events as well as student celebrations. In addition to attending Back-to-School Night and Open House, parents also volunteer in classrooms, chaperone field trips, support school fundraisers, and come to parent-teacher conferences in the fall. Our parents provide vital support to our students and staff, together we can.

If you would like to become involved, please contact us at (831) 761-7940.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	429	200	46.6
Female	209	207	94	45.4
Male	224	221	106	48.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	9	9	2	22.2
Black or African American	0	0	0	0.0
Filipino	12	12	3	25.0
Hispanic or Latino	394	390	184	47.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	16	15	9	60.0
English Learners	250	248	102	41.1
Foster Youth	2	1	1	100.0
Homeless	34	33	14	42.4
Socioeconomically Disadvantaged	406	402	192	47.8
Students Receiving Migrant Education Services	32	32	16	50.0
Students with Disabilities	96	94	53	56.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.06	1.15	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0
Female	0.48	0
Male	1.79	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.6	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.23	0
Students Receiving Migrant Education Services	3.13	0
Students with Disabilities	3.13	0

2023-24 School Safety Plan

Arrival in the A.M. 7:10 am—8:00 am. At 7:10, our cafeteria opens for breakfast. We have staff members and cafeteria workers who supervise this breakfast time until 7:40. Students walking to school enter through the front of the school cafeteria. Students who are dropped off in cars are dropped off at the curb and then enter through the cafeteria. The second lane is used for through traffic. We unlock the back gate at 7:20 so students who enter through the back gate on foot or bike will have enough time to eat breakfast. We close the gate at 8:10. Students with IEPs who need extra assistance are met by their teachers at the bus drop-off in front of the cafeteria. Tables are designated for the SDC classes in the cafeteria so that these students can enjoy their breakfasts. Other students and parents may use the tables nearest the kitchen for eating and the tables around the SDC classes for Breakfast club computer/game activities. Students who ride the bus are greeted at the gate between the cafeteria and the basketball courts by a staff member. These students enter through the gate and the kitchen entrance. Students who need extra emotional support enter through the office with parents/guardians at drop-off. These parents receive a visitor sticker. State preschool students enter through the front office and receive a visitor lanyard. We ask that all adults exit through the office after drop off or exit through the cafeteria. This way the gates are not inadvertently left open by an exiting parent. We ask that adults escorting students to the cafeteria/playground remain in that area unless they receive a visitor sticker or have special permission from their classroom teacher. At first recess, we have a rotation of teachers and yard duties that monitor the yard and provide a fruit snack for our students. Administrators and yard duties monitor the cafeteria and playgrounds during lunch. Teachers review the rules for safe, responsible, and respectful behavior in school, on the playground, and at all school-related activities. Teachers and administrators supervise children after school. During pick-up for dismissal, students are to wait behind the wall barriers until the parent pulls up to the curb for pick-up. If a spot is not available parents are to park in an open parking space and walk through the crosswalk to pick up the child. Staff escorts students to parked cars when needed. SDC students are escorted by staff to their busses and they are properly supervised for safe preparation for departure. The students who ride the non-SDC busses are supervised in two lines near the Expanded Learning Program next to the outdoor eating area. If a bus is late or has been cancelled our office staff notifies the parents of bus riders directly. The busses are brought back to the front office by the teacher supervisors if the bus does not arrive. These students are picked up and checked out in the office. The back gate should be opened at 2:20 for parents/guardians who live in the back neighborhood who are picking up their children. In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned to assist students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted. The school Map identifies evacuation areas and ingress/egress routes. The primary evacuation site for Landmark Elementary will be on campus on the playground. Students and Adults visiting the school site after hours or on weekends will only have access to the site nearest the basketball and main playground areas.

Visitors must go to the office to sign in and ask for a visitor's badge.

We revise our School Safety Plan each year in October, and our School team leads provide safety recommendations. Landmark has implemented a schoolwide initiative to raise awareness about bullying so that its negative outcomes can be prevented and mitigated. We do this through schoolwide assemblies, direct teaching and practice of problem-solving strategies in the classroom, social-emotional check-ins, and PBIS incentive systems to encourage our 3 B's- Be Responsible, Respectful, and Safe. We train staff regularly in matters related to school safety, and we hold monthly emergency drills. We have posted exit routes and emergency procedures near the door of each room on campus. We are always looking for ways to improve our ability to ensure the safety of our students.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	19	2	1	
2	19	6	2	
3	19	6	2	
4	29		4	
5	33		2	
Other	18	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	22	1	2	
2	18	4		
3	19	3	1	
4	29		2	
5	30		2	
Other	17	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	0	0
1	23	0	6	0
2	22	0	6	0
3	19	6	2	0
4	33	0	2	2
5	31	0	4	0
6	0	0	0	0
Other	10	5	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,951.39	\$1,890.07	\$7,202.98	\$65,187.70
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	38.9	-10.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.5	-32.7

Fiscal Year 2022-23 Types of Services Funded

Materials, resources, and several support teachers at our school are funded under federal Title I, and LCAP.

5th Grade Science Camp is funded by the PVUSD Expanded Learning Program this year.

Fiscal Year 2022-23 Types of Services Funded

Fundraisers put on by our Home and School Club help fund special projects and student experiences. We seek community support to sponsor school activities and have had time and materials donated to support school projects such as our and student performances and recognitions.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,666	\$55,550
Mid-Range Teacher Salary	\$68,722	\$84,645
Highest Teacher Salary	\$94,640	\$111,284
Average Principal Salary (Elementary)	\$101,857	\$139,860
Average Principal Salary (Middle)	\$107,410	\$146,440
Average Principal Salary (High)	\$117,662	\$158,447
Superintendent Salary	\$222,832	\$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

The schoolwide focus for staff development in the 2023-24 school year is on the Core Actions of mathematical discourse and academic language. Our goal is to prioritize student interactions and empower them to carry the cognitive load in their learning. Teachers administer unit tests, district benchmark exams, formative assessments, and summative assessments to analyze data around student learning so that teachers and administrators can adapt instruction to meet student needs and better implement Common Core Standards. Teachers collaborate closely to develop lessons and refine instruction. They prioritize goal setting with their students.

In addition to Core Actions and academic curriculum, we focus on social-emotional learning during schoolwide staff developments. This includes increased implementation of programs such as Sown to Grow and Kid Power. We look at schoolwide quantitative behavioral data as well as qualitative data to understand students' experiences so that we can plan the next steps to improve student well-being.

Teachers participate in a district-led professional learning series. Our K-2 teachers are focused on learning best practices for our new science adoption and our 3-5 teachers are working closely with our district math team to refine teaching in mathematics.

Our minimum days are Fridays and our non-student days (when teachers are at school but students have the day off) provide time for teacher training and collaboration. We also hire substitute teachers when necessary to enable teachers to attend training activities and collaborations.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	10