

Landmark Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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/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.

2022-23 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	Roberto Torres
Email Address	Roberto_Torres@pvusd.net
School Website	https://www.landmark.pvusd.net/
County-District-School (CDS) Code	44-69799-0102673

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Welcome to Landmark Elementary, our school is 19 years old this year. Landmark Elementary School is your place to soar! 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 have a strong academic program in all curricular areas for all students. We identify and support students who need extra help, and through flexible grouping and team teaching, we encourage students who are working at an advanced level to work at an even higher level. All students participate in enrichment classes, such as PE, music, art, and science, in addition to a rigorous program of reading, writing, and mathematics instruction.

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 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	78
Grade 2	71
Grade 3	76
Grade 4	68
Grade 5	78
Total Enrollment	443

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.7
Asian	2.0
Black or African American	0.9
Filipino	1.8
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	2.3
English Learners	60.9
Foster Youth	0.0
Homeless	10.2
Migrant	7.4
Socioeconomically Disadvantaged	93.7
Students with Disabilities	15.8

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

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	2.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Chromebooks--all students are equipped with a Chromebook workstation.

Computers

All students have been provided a Chromebook and if necessary, a hotspot. The computer lab is also available for classes for curricular projects, for taking Accelerated Reader quizzes to measure reading progress, and to take state standardized tests. Our primary computer lab provides access to Waterford Literacy and Lexia for Kindergarten and first-grade students. All classrooms are outfitted with a TV Monitor, and every teacher has a document camera for instructional display. All teachers have access to email and the Internet, and they enter assessment data onto computers regularly--each have a laptop, Teacher chromebook, and an ipad for classroom use. We also have wireless Internet access across campus.

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

September 2021

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	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	California Science, English & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections: A Child's 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			NA
Visual and Performing Arts	Meet the Masters Units	Yes	NA
Science Laboratory Equipment (grades 9-12)	NA	Yes	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/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

10/13/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 1: AC blows hot air. Fire Extinguisher needs inspection. Room 13: Fan makes noise. Room 21: Fan makes noise. Room 22: Heater makes high pitched nose. Room 23: AC doesn't work. Room 34: Heater stays on. Inside window trim rising.
Interior: Interior Surfaces	X			Libaray: Several lights are out. Unfinished beam. Room 10 Storage Room: Cabinet needs to be fastened to the wall. Room 9: Cabinet needs to be fastened to the wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Kitchen: Some outlets have inadequate power. Libaray: Several lights are out. Unfinished beam. Room 18: Some outles don't work. Room 24: Outside light doesn't turn on. Stained ceiling tiles.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 32: Fountain leaks. Signs of roof leak.
Safety: Fire Safety, Hazardous Materials	X			Room 1: AC blows hot air. Fire Extinguisher needs inspection. Room 2: Fire Extinguisher needs inspection. Room 20: Fire Extinguisher needs inspection. Room 3: Fire Extinguisher needs inspection. Room 4: Wall can not be covered more than 20% of the wall and covering has to be lower than 24" from the ceiling
Structural: Structural Damage, Roofs	X			Office Area: Sign of water damage from roof. Room 14: Stained ceiling tiles. Room 17: Signs of water damage from roof leak. Room 24: Outside light doesn't turn on. Stained ceiling tiles. Room 28: Damaged ceiling tiles, possible roof leak. Room 30: Damaged ceiling tiles.

School Facility Conditions and Planned Improvements				
				Room 32: Fountain leaks. Signs of roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fields: Steel protruding from ground. Cement protruding from stairway. Main Playground: Crack on twisting slide. Kinder fence has a hole Room 34: Heater stays on. Inside window trim rising.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	18	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	17	N/A	33

2021-22 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	217	212	97.70	2.30	18.40
Female	110	107	97.27	2.73	20.56
Male	107	105	98.13	1.87	16.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	200	195	97.50	2.50	17.44
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	122	97.60	2.40	9.84
Foster Youth	0	0	0.00	0.00	0.00
Homeless	22	21	95.45	4.55	14.29
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	202	197	97.52	2.48	17.26
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	35	35	100.00	0.00	11.43

2021-22 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	217	213	98.16	1.84	11.74
Female	110	107	97.27	2.73	12.15
Male	107	106	99.07	0.93	11.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	200	196	98.00	2.00	10.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	123	98.40	1.60	6.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	22	21	95.45	4.55	9.52
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	202	198	98.02	1.98	10.61
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Students with Disabilities	35	35	100.00	0.00	5.71

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.11	7.1	16.22	28.5	29.47

2021-22 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	75	74	98.67	1.33	8.11
Female	34	33	97.06	2.94	15.15
Male	41	41	100	0	2.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	73	72	98.63	1.37	6.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	38	97.44	2.56	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	68	98.55	1.45	7.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100	0	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100%	100%	100%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

We encourage parents to be involved in their children's education to the greatest extent possible. Parents can join our School Site Council (SSC), Home and School Club, English Language Advisory Committee (ELAC). 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. Due to COVID-19 safety protocols we will offer online virtual meetings. We also have several fun events throughout the school year which include movie nights, family game nights and end of year family fun day! We reach out to support and communicate with parents in all segments of our community. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	472	460	238	51.7
Female	227	220	110	50.0
Male	245	240	128	53.3
American Indian or Alaska Native	3	3	2	66.7
Asian	9	9	2	22.2
Black or African American	4	4	4	100.0
Filipino	9	8	4	50.0
Hispanic or Latino	433	423	217	51.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	12	11	7	63.6
English Learners	281	280	135	48.2
Foster Youth	1	0	0	0.0
Homeless	57	56	21	37.5
Socioeconomically Disadvantaged	440	433	224	51.7
Students Receiving Migrant Education Services	41	40	11	27.5
Students with Disabilities	88	85	54	63.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.29	3.68	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.06	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.44	0.00
Male	1.63	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	1.15	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	1.07	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.14	0.00

2022-23 School Safety Plan

Staff monitors the school grounds beginning 30 minutes before school at 7:15 am. Teachers supervise children during and after school. Administrators help supervise the cafeteria, and yard duty aides supervise the playground. The campus is closed, with entrances limited to four gates. Visitors must go to the office to sign in and ask for a visitor's badge. Teachers review the rules for safe, responsible, and respectful behavior in school, on the playground, and at all school-related activities.

We revise our School Safety Plan each year in the month of October, and our School team leads provide recommendations for safety. Landmark will utilize and implement Stop it app and include online safety as part of weekly PBIS 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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	
1	20	3	1	
2	20	2	2	
3	21	1	3	
4	34			1
5	34			1
Other	22	1	1	

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	

2021-22 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

2021-22 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	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$67,516
Percent Difference - School Site and District	N/A	N/A	38.9	-3.5
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	8.8	-30.2

2021-22 Types of Services Funded

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

Fundraisers put on by our Student Council and Home and School Club help fund special projects, our fifth grade Outdoor School, and our school yearbook. We seek community support to sponsor school activities and have had time and materials donated to support school projects such as our Life Lab garden, fifth grade science camp, and student performances.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The primary focus for staff development in the 2022-23 school year is on best practices for teaching adopted curriculum with a focus on Core Actions and student engagement.

The major areas of focus for staff development in the past has been to explore strategies that directly impact English Language Arts (ELA), mathematics, and ELD content areas to improve student achievement levels. These areas were selected utilizing District Benchmark, formative and NWEA assessments. As students are progressing academically, our staff is learning to continually increase our expectations by providing more rigorous curriculum and instruction. Teachers are taking more immediate actions to promote higher levels of student learning. There is key focus on implementation of Common Core Standards across the grade levels.

Teachers collaborate closely to develop lessons and refine instruction. They participate in several training sessions each year. They review assessment data, analyze students' scores on theme and unit tests, set instructional goals, and participate in Data review sessions that inform current practice. They also read reports and the results of educational research to help inform decision making. We provide training and support in Curriculum implementation, and Common Core State Standards professional development on a on going basis. Our staff is steadfast on reaching the needs of our English Learners through professional learning communities.

Our minimum day are Wednesday's 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5