



Lammersville Joint Unified Mountain House High



2023-2024 School Accountability Report Card

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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Lammersville Joint Unified
111 S. De Anza Blvd.
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BOARD OF EDUCATION

Ms. Lisa Boulais
Ms. Stephanie Olsen
Ms. Vanitha Daniel
Mr. Samik Mody
Mr. David Pombo

DISTRICT ADMINISTRATION

Dr. Kirk Nicholas
Superintendent
Gloria Grijalva
Assistant Superintendent,
Business Services
Thorsten Harrison
Deputy Superintendent,
Administrative Services
Heather Sharp
Assistant Superintendent,
Curriculum and Instruction

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

DISTRICT STATEMENTS

District Mission:

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members, and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to enter the workforce in a profession of their choice, and to continue lifelong learning.

Lammersville Unified School District is committed to preparing students for a 21st Century Education anchored in the development of students' critical thinking, collaboration, communication, creativity, and citizenship within mentally and physically safe schools and classrooms. We further believe that learning should be based on mastery of content and that personalization of learning should be a priority. We understand that technology is interwoven into all aspects of today's society; therefore, the effective use of technology by students and staff is a significant component of our educational program. Staff will utilize technology to personalize instruction, provide engaging and diverse blended learning lessons, and make efficient data-based decisions. At every grade level, computer skills will be developed to prepare students as discerning consumers of information with the technical skills needed for life and the workforce.

To this end, Lammersville Unified School District will provide language and problem-solving strategies that allow all students to read and comprehend at grade level, while maintaining high literacy and numeracy standards, culminating in college and career ready graduates.

We believe that:

- Every human being is important and has value.
- The freedom and rights enjoyed in society require that individuals take responsibility for their actions.
- The family is the critical element in an individual's development.
- Reaching one's potential requires great effort.
- Expectations profoundly influence our own performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- People learn best in a safe, healthy environment.
- Meaningful accomplishment enhances the motivation essential for continued success.

SCHOOL PROFILE

Lammersville Unified School District is located in the southwest corner of San Joaquin County in the city of Mountain House. Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th), Hansen Elementary School (K-8th), Cordes Elementary School (K-8th), Costa Elementary School (K-8th), and Mountain House High (9th-12th).

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	48.00
Male	51.90
Non-Binary	0.10
American Indian or Alaska Native	0.70
Asian	52.20
Black or African American	5.50
Filipino	8.60
Hispanic or Latino	13.10
Native Hawaiian or Pacific Islander	0.60
White	13.00
Two or More Races	5.00
EL Students	3.50
Foster Youth	
Homeless	0.30
Military	
Socioeconomically Disadvantaged	13.60
Migrant Education	
Students with Disabilities	4.70

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
9th	594
10th	617
11th	582
12th	482
Total	2,275

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.00	67.94	198.70	73.61	228,366.10	83.12
Intern Credential Holders Properly Assigned	4.20	5.77	8.10	3.01	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	0.96	11.40	4.25	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	15.60	21.22	22.30	8.26	12,115.80	4.41
Unknown	3.00	4.08	29.30	10.86	18,854.30	6.86
Total Teaching Positions	73.70	100.00	270.00	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.30	79.54	227.10	76.77	234,405.20	84.00
Intern Credential Holders Properly Assigned	2.60	3.25	15.50	5.26	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	6.28	23.70	8.02	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.70	5.84	7.00	2.38	11,953.10	4.28
Unknown	4.10	5.07	22.30	7.56	15,831.90	5.67
Total Teaching Positions	80.80	100.00	295.80	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.20	75.19	235.50	75.40	231,142.40	83.24
Intern Credential Holders Properly Assigned	4.90	5.58	18.50	5.95	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.00	13.47	44.20	14.15	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	4.62	9.30	2.99	11,746.90	4.23
Unknown	1.00	1.12	4.60	1.50	14,303.80	5.15
Total Teaching Positions	89.40	100.00	312.40	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	2.70	8.20
Misassignments	0.70	2.30	3.80
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	5.00	5.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.10	1.00	0.50
Local Assignment Options	14.40	3.70	3.60
Total Out-of-Field Teachers	15.60	4.70	4.10

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	2.30	5.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.90	0.50	0.00

SCHOOL FACILITIES

Mountain House High School's main campus facilities were completed in 2014, featuring an administration building, a multi-use room, gymnasiums, a stadium, playing fields, and classroom spaces. In 2017, the final phases of construction were completed, adding a state-of-the-art Theater and Performing Arts Center, a Learning Commons and Library with specialized digital art, digital photography, and video production labs. Additionally, the Career Technical Education building offers a range of facilities to support culinary arts, engineering, computer science, biomedical science, and art programs. The campus also includes a swimming pool and pool house, as well as ancillary buildings supporting the stadium and playing fields.

In response to our rapidly growing student population, the school currently has 8 portable classrooms to support instructional needs. Additionally, construction is underway on a new addition, which will include 15 permanent classrooms and 5 offices to further accommodate our expanding school community.

Cleaning Process

To maintain a safe and welcoming learning environment, the principal collaborates with the custodial team daily to uphold high standards of cleanliness throughout the school. The district governing board has established comprehensive cleaning standards, which are available for review at the district office.

Maintenance and Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	09/10/2024
Data Collected:	August 2024
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	2: Complaints about temp, room gets hot (work order submitted). 2: Staff complaint of temp issues.
INTERIOR: Interior Surfaces	Good	4: Carpet needs cleaning (scheduled over break). 4: Walls need touch up paint.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	6: overhang in front of school needs bird spikes installed. Lots of bird droppings.
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	15: Issues with card readers/locks around campus.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: RCD Units of Study / Adoption: 2021	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Discovery Education / Adoption: 2021	Yes	0
History / Social Science	Grades: 9th-12th / Course: History/Social Science / Publisher: RCD Units of Study / Adoption: 2021	Yes	0
Science	Grades: 9th-12th / Course: Science / Publisher: Discovery Education / Adoption: 2024	Yes	0
Foreign Language	Grades: 9th-12th / Course: Foreign Language / Publisher: Carnegie Learning / Adoption: 2021	Yes	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 9th-12th / Course: Health / Publisher: RCD Units of Study / Adoption: 2021	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	76	78	74	73	73	74	47	46	47
Mathematics (Grades 3-8 and 11)	57	62	60	68	70	69	33	34	35
Science (Grades 5, 8, and 10)	53	57	62	55	58	61	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	584	560	95.89	4.11	73.75
Male	325	312	96.00	4.00	70.19
Female	259	248	95.75	4.25	78.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	287	283	98.61	1.39	89.40
Black or African American	36	32	88.89	11.11	46.88
Filipino	52	52	100.00	0.00	76.92
Hispanic or Latino	79	74	93.67	6.33	47.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	88	81	92.05	7.95	60.49
Two or More Races	35	31	88.57	11.43	48.39
EL Students	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	79	89.77	10.23	50.63
Migrant Education	0	0	0	0	0
Students with Disabilities	32	25	78.13	21.87	4.00

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	584	556	95.21	4.79	59.89
Male	325	310	95.38	4.62	63.87
Female	259	246	94.98	5.02	54.88
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	287	281	97.91	2.09	79.00
Black or African American	--	--	--	--	--
Filipino	52	52	100.00	0.00	50.00
Hispanic or Latino	79	73	92.41	7.59	28.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	88	81	92.05	7.95	56.79
Two or More Races	35	31	88.57	11.43	25.81
EL Students	22	20	90.91	9.09	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	78	88.64	11.36	32.05
Migrant Education	0	0	0	0	0
Students with Disabilities	32	24	75.00	25.00	0.00

Assessment Results by Student Group - Science					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1067	1026	96.16	3.84	62.28
Male	583	563	96.57	3.43	62.88
Female	483	462	95.65	4.35	61.69
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	525	519	98.86	1.14	77.07
Black or African American	--	--	--	--	--
Filipino	98	96	97.96	2.04	63.54
Hispanic or Latino	155	147	94.84	5.16	39.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	145	135	93.10	6.90	50.37
Two or More Races	66	60	90.91	9.09	40.00
EL Students	39	36	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	150	89.82	10.18	38.00
Migrant Education	0	0	0	0	0
Students with Disabilities	52	45	86.54	13.46	8.89

COLLEGE ENTRANCE REQUIREMENTS

- 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/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2023-24	99.74
Graduates Who Completed All Courses Required for UC/CSU Admission 2022-23	69.5

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2023-24 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	1,712
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	80.3
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	7.0

CAREER TECHNICAL EDUCATION PROGRAMS

Mountain House High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Mountain House High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including:

- Engineering (Project Lead the Way)
- Biomedical Sciences (Project Lead the Way)
- Digital Arts
- Media Arts, including Photography and Video Productions
- Culinary Arts
- Dance
- Business
- Computer Science (Project Lead the Way)

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2023-24 Physical Fitness Test Participation					
Grade	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
9th	97	97	98	97	97

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Mountain House High School values and encourages the active involvement of parents and community members in supporting our educational programs. Opportunities for engagement include participation in the Parent Teacher Student Association (PTSA), various booster clubs for athletics, visual arts, and performing arts, as well as volunteering in classrooms, serving as referees, coaches, and chaperones. Parents can also contribute through membership in the School Site Council, Career Technical Education (CTE) Advisory Committees, and the English Language Advisory Committee (ELAC). Additionally, the Black Parent Success Group provides a dedicated space for Black parents to support student success, foster connections, and collaborate with the school to enhance educational equity. These collective efforts are essential in building a vibrant, supportive learning environment that meets the diverse needs of our students.

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.2	0.0	0.0	99.5	99.2	98.8
District	0.0	0.0	0.0	99.3	99.2	98.8
State	7.8	8.2	8.9	87.0	86.2	86.4

Graduation Rates by Student Group			
2023-24	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	488	482	98.8
Female	226	224	99.1
Male	261	257	98.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	240	237	98.8
Black or African American	31	31	100.0
Filipino	46	46	100.0
Hispanic or Latino	77	77	100.0
Native Hawaiian or Pacific Islander	--	--	--
White	60	59	98.3
Two or More Races	23	21	91.3
EL Students	28	26	92.9
Foster Youth	--	--	--
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	116	113	97.4
Migrant Education	0.0	0.0	0.0
Students with Disabilities	28	26	92.9

DROPOUT PREVENTION

Intervention strategies are used to promote attendance and reduce dropout rates, including parent conferences, credit recovery opportunities, intervention meetings, School Attendance Review Teams (SART), School Attendance Review Board (SARB), independent study, an online pathway, and referrals to the EPIC program (continuing education).

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2343	2320	197	8.5
Female	1118	1106	90	8.1
Male	1222	1211	106	8.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	17	17	2	11.8
Asian	1205	1200	59	4.9
Black or African American	134	133	22	16.5
Filipino	199	198	8	4.0
Hispanic or Latino	318	312	45	14.4
Native Hawaiian or Pacific Islander	15	14	4	28.6
White	307	302	37	12.3
Two or More Races	118	116	17	14.7
EL Students	97	96	10	10.4
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	354	345	77	22.3
Migrant Education	--	--	--	--
Students with Disabilities	115	114	17	14.9

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of Lammersville Joint Unified School District and schools. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. All schools are in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school’s disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The School Site Safety Plan is revised annually in the fall by staff and the School Site Council. It was last reviewed with staff in August 2024.

Students are supervised throughout the day by administration, instructional staff, and parent volunteers. Visitors to the campus must register at the office and receive identification badges that must be displayed at all times.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	2.28	2.32	3.33	0.00	0.05	0.00
District	1.72	1.54	1.92	0.00	0.04	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	3.33	0.00
Female	1.70	0.00
Male	4.75	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.88	0.00
Asian	1.24	0.00
Black or African American	8.96	0.00
Filipino	0.50	0.00
Hispanic or Latino	6.92	0.00
Native Hawaiian or Pacific Islander	13.33	0.00
White	4.89	0.00
Two or More Races	7.63	0.00
EL Students	6.19	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	9.04	0.00
Migrant Education	0.00	0.00
Students with Disabilities	12.17	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	379

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.25
Nurse	0.25
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	19	19	18	55	57	60	7	12	24	40	42	35
Mathematics	24	18	18	26	52	60	26	28	16	28	29	41
Science	26	22	23	18	35	31	13	20	10	32	31	45
Social Science	23	17	19	27	63	52	6	14	13	37	33	37

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2023-24	Number of Courses
Computer Science	0
English	8
Fine and Performing Arts	1
Foreign Language	3
Mathematics	19
Science	5
Social Science	26
Totals	62
Percent of Students in AP Courses	38.7

DISTRICT REVENUE SOURCES

In addition to general state funding, Lammersville Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Mandated Costs
- Lottery
- Federal, and State Special Education
- Mental Health
- Federal, Title I
- Federal, Title II Teacher Quality
- Federal Title III English Learner & Immigrant
- Federal Title IV, Student Support Academics
- Arts & Music Grants
- Elementary and Secondary School Emergency Relief Funds (ESSER, ESSER II, ESSER III), (one-time)
- Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation (one time----
- SB117 COVID-19 LEA Response Funds (one time)
- Expanded Learning Opportunity (ELO) Grant (one time)
- In-Person Instruction (IPI) Grant (one time)

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,652.82
School: From Supplemental/Restricted Sources	\$ 1,506.41
School: From Basic/Unrestricted Sources	\$ 8,146.41
District: From Basic/Unrestricted Sources	\$ 1,983.95
Percentage of Variation between School & District	310.62 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-24.36 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 59,933.00	\$ 58,855.38
Mid-Range Teachers	\$ 88,340.00	\$ 92,518.89
Highest Teachers	\$ 122,956.00	\$ 114,664.52
Elementary School Principals	\$ 145,102.00	\$ 142,791.42
Middle School Principals	\$ 0.00	\$ 151,077.73
High School Principals	\$ 179,584.00	\$ 167,094.12
Superintendent	\$ 264,000.00	\$ 281,085.68
Teacher Salaries	36.24 %	30.99 %
Administrative Salaries	6.46 %	5.37 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2022-23 Average Teacher Salary	
School	\$ 82,640.84
District	\$ 85,874.00
Percentage of Variation between School & District	-3.77 %
All Similar School Districts	\$ 94,694.00
Percentage of Variation between School & State	-12.73 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	93	111	169

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts throughout the year. A cadre of instructional coaches provide a large portion of the staff development in addition to coaching individual teachers with specific skills or needs. Web training, videos, and quick articles provide opportunities that better meet the needs of our staff and supplement the in-person training provided. Staff development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. In addition to three annual staff development days, our school staff is consistently participating in various professional development activities, including: year-long academies for New Hires and Blended Learning, web and in person training for specific strategies, tools and curriculum, Professional Learning Community work, conferences and meetings. We continue to enhance the knowledge, skills, and best practices of all staff each year.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.