

# Lucas Elementary Dual Language Academy

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Lucas Elementary Dual Language Academy
<b>Street</b>	3500 Rose Ave.
<b>City, State, Zip</b>	Ceres, California 95307
<b>Phone Number</b>	2095561720
<b>Principal</b>	Israel S. Gonzalez, Ed.D.
<b>E-mail Address</b>	<a href="mailto:igonzalez@ceres.k12.ca.us">igonzalez@ceres.k12.ca.us</a>
<b>Web Site</b>	<a href="http://cereslucas.sharpschool.net/">http://cereslucas.sharpschool.net/</a>
<b>CDS Code</b>	50-71043-0127613

District Contact Information	
District Name	Ceres Unified School District
Phone Number	
Superintendent	Scott Seigel, Ed.D.
E-mail Address	
Web Site	<a href="http://www.ceres.k12.ca.us">http://www.ceres.k12.ca.us</a>

### School Description and Mission Statement (School Year 2016-17)

Lucas Elementary Dual Language Academy is committed to providing a quality, balanced education that promotes academic excellence in both Spanish and English languages in collaboration with home and community. Our school motto, "Valuing biliteracy today, leading tomorrow" is what we strive to do on a daily basis. Our district mission statement, Committed to Excellence, Responsive to Every Student, reflects the staff's commitment to our profession.

Lucas Elementary Dual Language Academy is a school facility which is located in the heart of California's Stanislaus County and is surrounded by the suburban community of Ceres. The school, which was built in 2013, opened with staff and students since August 14, 2013. From the first day of school, Lucas Elementary included enough classrooms for four classes of Kindergarten and four 1st grade. Now, we have four classes in each grade level K-3, three in 4th grade, and will eventually grow to be a full K-6 school. Lucas Elementary also includes a cafeteria, a bilingual library, an administration office, and 20 modular rooms.

Lucas Elementary Dual Language Academy is 1 of 4 fully immersed dual language schools in the county. With over 95 elementary schools in the area, we are an optional educational opportunity for many students. Our campus is located on the southwest side of Ceres and it accommodates students from the entire region. Many of our students walk to and from school, but the majority of our students are transported by their parents.

Lucas Elementary Dual Language Academy is a Kindergarten through 6th grade school, currently only Kindergarten – 4th grade students, of approximately four hundred seventy eight students. School staff includes: a principal, 19 certificated teachers (14 of which have a Bilingual credential – BCLAD) one 20% resource specialist with 50% para II, one full time library clerk daily, a 20% nurse, a 6 hour health clerk daily, a 25% speech teacher, an office manager, secretary, administrative assistant, five instructional paraprofessionals, support staff in our cafeteria, two custodians, and crossing/noon duty staff members, and P.E. teachers provide services 1 day per week for all primary students and 2 days for intermediate grades.

The school year consists of 180 instructional days with seven minimum days for parent conferencing. The students in first - fourth grades are in school for 310 instructional minutes per day. The kindergarten students are in school for 300 minutes per day all school year. The school has a Parent Teacher Club that supports extra-curricular programs, classroom budgets, special events, and facilities for the school. The culture is diverse at Lucas Elementary Dual Language Academy of the approximately 478 students, 66% of the students receive free or reduced cost breakfast and lunch, 59% are English Learners (EL). The ethnic make-up includes 83% Hispanic, 16% White, .5% Filipino, .5% Black, and .5% other, Asian Indian.

Lucas Elementary Dual Language Academy will be committed to academic excellence with high quality instruction for all students, creating the opportunities to achieve biliteracy and proficiency in a culturally valued and diverse learning environment; in which students, teachers, and parents believe and support a bilingual education where students will be challenged with rigor and high expectations to become leaders of tomorrow.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	96
Grade 1	96
Grade 2	96
Grade 3	96
<b>Total Enrollment</b>	<b>384</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.5
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.3
White	10.2
Two or More Races	0.3
Socioeconomically Disadvantaged	71.9
English Learners	59.9
Students with Disabilities	3.1
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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 Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	16	18	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	94.3	5.8
<b>High-Poverty Schools in District</b>	94.6	5.5
<b>Low-Poverty Schools in District</b>	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2014 Wonders / Maravillas McGraw Hill		0
<b>Mathematics</b>	2014 Go Math Houghton Mifflin Harcourt		0
<b>Science</b>	2008 Houghton Mifflin Science		0
<b>History-Social Science</b>	2007 Scott Foresman Social Studies		0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Lucas Elementary scored the only perfect score of 10 on our last facilities inspection. We pride ourselves in maintaining a clean, safe, and adequate environment for all students and staff. We routinely make our rounds in all areas of the school to improve any areas of need.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/9/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 3/9/2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy		34		39		48
Mathematics		24		20		36

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

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	94	100.0	34.0
Male	3	37	37	100.0	21.6
Female	3	57	57	100.0	42.1
Hispanic or Latino	3	87	87	100.0	31.0
Socioeconomically Disadvantaged	3	85	85	100.0	31.8
English Learners	3	51	51	100.0	9.8

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	94	100.0	24.5
Male	3	37	37	100.0	18.9
Female	3	57	57	100.0	28.1
Hispanic or Latino	3	87	87	100.0	23.0
Socioeconomically Disadvantaged	3	85	85	100.0	21.2
English Learners	3	51	51	100.0	9.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## C. Engagement

### State Priority: Parental Involvement

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Recognizing that parent involvement is crucial in student education, Lucas Elementary staff is focused on engaging all parents. The Lucas Elementary staff provides many transition activities, including parent workshops, school tours, and informative parent meetings about our program. Parents are also offered multiple opportunities for family engagement meetings and events throughout the year. The staff is supported in their educational efforts by the School Site Council (SSC), ELAC and the Parent Teacher Club (PTC). These teams include parents, staff (both certificated and classified), and other community members.

### State Priority: 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.0	0.7	1.5	9.8	8.6	7.7	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

#### Safe School Component #1: School Climate

Our school community strives to develop a comprehensive program, including ways to develop a culture that promotes equity, safety, respect and opportunity for all. Our school works with staff, students, and parents to create a sense of community, which demonstrates compassionate, responsible, and ethical behavior as a community of learners.

This is supported through Safe and Civil Schools and Family Engagement process of building a positive and safe school culture.

#### Proactive Approaches

- Administrative Mentorships
- Safe School Zone /Anti-Bullying messages
- Rule and Safety reminders in assemblies and announcements
- Life Skill of the Month announcements
- Social Emotional Learning (SEL it!) program for Kindergarten students
- Tier I, II, and III social skills and counseling services

## Areas of Pride and Strength

Lucas Elementary is proud of its efforts to provide programs/incentives that help to create a caring school climate including the following:

- Classroom Student of the Week
- Student of the month rewards for students in Grades K-1 who have demonstrated appropriate life skills with their kind and responsible actions
- Luncheons with Student of the month students
- Attendance awards for students with perfect attendance for the trimester and for the school year
- Attendance incentives and rewards throughout the year
- Trimester Assemblies with honoring academic achievement – Wise Owl Awards and Honores Owls Honor Roll
- Spirit Days every Friday
- Monthly Spirit Class Award
- After-School Intervention Program (AIP)
- After School Educational Safety Program (ASES)
- Morning Announcements for staff & student communication in two languages
- Student announcers for morning announcements
- Student skits reinforcing proper behavior
- Music performances
- Monthly Assemblies
- School Discipline Plan in alignment with the Ceres Unified School district Conduct code and Parent Information Handbook, Grades K-6
- Lucas Elementary Dual Language Academy Parent Handbook and Brochure
- Lucas Parent Academy
- Monthly Newsletters
- Power Points focused on College Awareness
- Drug, Alcohol & Tobacco Education (Red Ribbon Week) activities
- Cafeteria behavior system to improve cafeteria noise

## Desired Action

- Implement safety guidelines for success at Lucas Elementary
- Revise plan to implement safety guidelines in both Spanish and English for our students.

## Objective 1:

Through monthly assemblies and classroom presentations, staff members will work with the Safe & Civil School Team to imbed the guidelines for success into the student & school culture.

## Objective 2:

Promote positive messages for our students, setting up student monthly assemblies, increase communication to our parents via Ed Connect and newsletter announcements, and getting input from our staff and our School Site Council.

## Safe School Component #2: Physical Environment:

To create an environment that is inviting and promotes safety, pride, a sense of ownership, and a freedom from fear. Continue the focus on life skills and the involvement of school-wide activities and assemblies.

Parents/families are also provided support through the school's coordinated efforts, along with other members of the community, are encouraged to be actively involved in the school. Opportunities include:

- Regular communication through the Lucas School Newsletter
- Classroom newsletters and other parent communication
- Translation for verbal and written communications
- Family Nights: Open House and other special events
- Community Partnership with local vendors
- "Parent Coffee Corner" meetings and events
- School Site Council
- English Learner Advisory Committee - ELAC
- Monthly Assemblies
- Lucas Parent Academy
- Parent-Aide Tuesdays
- Resources through Ceres Partnership for Healthy Children
- Parent classroom and field trip volunteers
- Parent conferences and progress reports
- Counseling services through Center for Human Services
- ESL Adult classes
- DAC / DELAC parent representatives
- Ed Connect message system

## Areas of Pride

- Fire extinguishers in every room. Checked monthly.
- Evacuation maps and procedures
- Custodians-weekly inspections of grounds and supplies.
- Safety drill simulations
- Walkie-talkies for administration, office staff, nurse and student supervisors
- All-call capability , indoor and outdoor
- Well-maintained playground area and equipment
- Adequate lighting
- Classrooms featuring student work
- Keep well-maintained facilities



- Pictures, skits, and video clips of students showing pride of our school during assemblies
- Crosswalk duty in the morning and afternoon
- Chromebook for every student
- Trash cans available on playground

**Desired Action**

- Improve procedures for common areas (i.e. walkways & bathrooms) for students and visitors.

**Objective:**

Improve student safety by improving procedures for common areas (i.e. walkways & bathrooms) for students and visitors. Improve the designated areas for time-outs and/or work areas during recess times. In addition, monitor bathrooms at regular intervals during recess times. Continue the sense of being visible at all times for students. Have parents and guardians check-in with the office before coming on to school grounds. Parents requesting to meet with teachers are to give at least 24 hour notice to teachers to prepare for meeting. Provide substitutes with proper directions and identification. Better the carry-on materials with student supervisors.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		8		24		8		24		8	
1	23		8		24		8		24		8	
2					24		8		24		8	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,895.52	\$1,308.25	\$5,587.26	\$62,649.85
District	N/A	N/A		\$73,217
Percent Difference: School Site and District	N/A	N/A		-14.4
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-1.6	-15.6

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

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

**Professional Development (Most Recent Three Years)**

All Lucas Elementary 18 out of 19 teachers meet the requirements for highly qualified staff and we continue to provide learning opportunities in staff meetings, release days, and professional development days. Grade Level data is reviewed on a regular basis to trigger staff development plans for professional development days. Differentiated instruction targeted to student need is implemented school wide on a daily basis in both designated times and integrated throughout the day. The district provides three Professional Development days for our site to focus on professional growth in areas of student achievement. Second language acquisition has continued to be a focus, as well as ELD, literacy, and writing. Substitutes are provided for teachers to have access to district instructional coaches for support and content area expertise. Site teachers have also participated in lesson study days and district professional development days. Teachers collaborate via grade level meetings, often during their prep time, and other created opportunities during admin to student assemblies and presentations.