

Lucas Elementary Dual Language Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209-556-1500
Superintendent	Scott Seigel, Ed.D.
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	http://www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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 – 5th grade students, of approximately five hundred seventy students. School staff includes: a principal, 22 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 conferences. 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 570 students, 66% of the students receive free or reduced-cost breakfast and lunch, 59% are English Learners (EL).

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 2016-17)

Grade Level	Number of Students
Kindergarten	96
Grade 1	96
Grade 2	94
Grade 3	94
Grade 4	94
Total Enrollment	474

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.4
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	0.2
White	7.8
Two or More Races	0.2
Socioeconomically Disadvantaged	75.3
English Learners	57.4
Students with Disabilities	4.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	18	20	553
Without Full Credential	0	1	2	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-6 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006)	Yes	0%
Foreign Language	Texts from Reading/Language Arts, Mathematics, History-Social Science are also utilized and purchased in Spanish.		
Health	N/A		0%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Lucas Elementary scored a 9+ out 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/10/2017				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	26	39	38	48	48
Mathematics (grades 3-8 and 11)	24	21	20	21	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	190	99.48	25.79
Male	85	84	98.82	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	106	106	100	33.02
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	176	175	99.43	23.43
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	160	159	99.38	23.27
English Learners	123	123	100	21.95
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	191	100	20.53
Male	85	85	100	20.24
Female	106	106	100	20.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	176	176	100	19.43
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	160	160	100	16.35
English Learners	123	123	100	17.89
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7	1.5	1.6	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Component #1: The School's 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.

Areas of Pride and Strength

Lucas is proud of the following efforts to provide programs and incentives that help to create a caring school climate:

- ? Classroom Student of the Week
- ? Student of the month rewards for students who have demonstrated appropriate life skills with their kind and responsible actions
- ? Greatness Luncheons with greatness ticket students
- ? Attendance awards for students
- ? Trimester Assemblies with honoring academic achievement – Wise Owl Awards and Honored Owl 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 and Lucas Owl Talent Shows
- ? 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
- ? Safety Patrol (Owl Patrol) and School Wide Assistance Team (S.W.A.T.).
- ? Student Council

Component #2: The Physical Environment

We are aware that one of the aspects of a safe school environment is the quality of the security and maintenance of the school grounds. The safety and appearance of the school grounds are likely to make an immediate impression on students, parents, and the community. This is the reason we continue to work hard in order to create an environment that is inviting and promotes safety, pride, sense of ownership, and freedom from fear. Providing a safe environment allows us to nurture, in each student, the desire to contribute and to make meaning out of life. Safe and Civil Schools promotes and annual evaluation of safety preparedness including emergency procedures. Staff and students need to feel adequately prepared to deal with natural disasters, medical emergencies, and student behavior emergencies.

Areas of Pride and Strength

Lucas is proud of the following efforts to provide programs and incentives that help to create a safe school environment, in which all members have knowledge of appropriate action to take in an emergency:

- ? Safe School Plan, including maps and procedures located in front office
- ? District Disaster Preparedness and Civil Defense Plan posted in every room
- ? 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 and teachers, 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
- ? Shade structures and added benches
- ? Student bulletin boards in cafeteria and office
- ? School wide pride in cleanliness
- ? Wireless Access for students

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 2017-18)

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	2014-15			2015-16			2016-17					
	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	24		8		24		8		24		8	
1	24		8		24		8		24		8	
2	24		8		24		8		24		8	
3					24		8		24		8	
4									31		6	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	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 2015-16)

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	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-13.4	-18.2
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-15.0	-19.5

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

Types of Services Funded (Fiscal Year 2016-17)

NA

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
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)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

All Lucas Elementary 20 out of 22 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.