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

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Studebaker Elementary School
Street	11800 Halcourt Avenue
City, State, Zip	Norwalk, CA 90650
Phone Number	(562) 868-7882
Principal	Yasmin Ruiz
Email Address	yruiz@llcsd.net
School Website	https:\\studebaker.llcsd.net\
County-District-School (CDS) Code	19647176015093

2023-24 District Contact Information

District Name	Little Lake City School District
Phone Number	(562) 868-8241
Superintendent	Jonathan Vasquez
Email Address	jvasquez@llcsd.net
District Website	www.llcsd.net

2023-24 School Description and Mission Statement

Principal's Message

Studebaker Elementary School is located in Norwalk, California. With approximately 500 students, we proudly serve students in Transitional Kindergarten through 5th grade. Over the years, our school has received several accolades. Studebaker has received the Title 1 Academic Achievement Award for seven years – 2008, 2009, 2010, 2011, 2015, 2016 and 2017. We have also received the California Business for Education Excellence (CBEE) Honor Roll Award for eight years – 2009, 2010, 2013, 2014, 2015, 2016, 2017 and 2018. In addition to these recognitions, Studebaker is proud to be a recipient of the California Distinguished School Award for three years in 2004, 2008 ,2014, and 2020, Pivotal Practice Award 2022, and, Studebaker was named a 2016 Gold Ribbon School. Although these accolades are wonderful to receive, the true measure of our success is through our community and parent feedback. Annually, our parents fill out a survey regarding school satisfaction. Parent survey results demonstrate that 97% of our parents are satisfied with Studebaker and 97% of parents agree that Studebaker is a safe environment for students. Also Annually our 5th graders participate in the Health Kids Survey which conveys how safe and connected the students feel to their school. Studebaker 5th grader survey results showed that 85% feel connected to their school and 90% feel safe on campus.

With student academic and social success at the forefront, we are committed to do "Whatever It Takes" for our students. Among our many programs, we provide ALL our students with intervention and enrichment in the area of language arts. In addition to these academic programs, we also offer programs to ensure our students' social success. We offer counseling services from district counselors and from an intern from Turning Point. In addition, we also provide our students with the Arts for All Program, which encompasses instruction in music, art, and physical education. For the past year we have offered an after school STEM program for students in grades 4 and 5. We acknowledge the importance of educating the whole child in order for children to be successful.

We continue to focus our attention on the needs of all of our students, regardless of their learning requirements. Our instructional program is designed to address the academic, social, emotional, and physical needs of all students—including English Learners, gifted students, and those with specialized learning plans. Each year, we are increasing the technology at our school. The district technology teacher has allowed us to provide students with technology based instruction, as well as provide our teachers with the necessary staff development to integrate technology in lessons across the content areas. Currently, all of our TK - 5th grade classrooms have a chrome book cart in their classrooms.

2023-24 School Description and Mission Statement

Our families generously support our efforts, and we encourage their continued involvement throughout the coming year.

Yasmin Ruiz, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	77
Grade 2	61
Grade 3	78
Grade 4	76
Grade 5	72
Total Enrollment	448

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Asian	4.2%
Black or African American	1.3%
Filipino	0.7%
Hispanic or Latino	89.1%
Two or More Races	1.1%
White	3.1%
English Learners	12.1%
Foster Youth	0.4%
Homeless	9.2%
Socioeconomically Disadvantaged	76.1%
Students with Disabilities	9.8%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	91.23	174.60	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	2.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.47	1.60	0.83	12115.80	4.41
Unknown	1.70	8.29	10.70	5.59	18854.30	6.86
Total Teaching Positions	21.10	100.00	192.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	90.00	173.90	93.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.96	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.50	3.60	1.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.30	0.70	11953.10	4.28
Unknown	1.50	7.50	6.00	3.26	15831.90	5.67
Total Teaching Positions	20.00	100.00	186.70	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year	No	0

Mathematics	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year	Yes	0
Science	TWIG Science Adopted in 2007-2008 School Year	Yes	0
History-Social Science	Hartcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year	No	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

School Facility Conditions and Planned Improvements

Studebaker Elementary School has 22 regular classrooms, 7 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1954.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report	12-23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	56	55	56	47	46
Mathematics (grades 3-8 and 11)	41	45	33	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	220	99.10	0.90	56.36
Female	106	106	100.00	0.00	56.60
Male	116	114	98.28	1.72	56.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	203	202	99.51	0.49	54.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	66.67
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	26.09
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	50.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	172	99.42	0.58	52.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	28.57

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	220	99.10	0.90	45.00
Female	106	106	100.00	0.00	41.51
Male	116	114	98.28	1.72	48.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	203	202	99.51	0.49	44.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	46.67
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	21.74
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	29.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	172	99.42	0.58	40.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.90	43.94	30.68	34.98	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	68	97.14	2.86	44.12
Female	30	30	100.00	0.00	50.00
Male	40	38	95.00	5.00	39.47
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	64	63	98.44	1.56	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	48.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	98%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement is essential for the success of our students. We have successfully integrated a three-tiered parent involvement approach to ensure that we are involving parents at every level of need. This tiered approach ensures that there are different opportunities for parents from school wide events, parent trainings, and parent leadership positions.

We offer families opportunities to attend social events as well as become part of the school's leadership team. Studebaker, with the strong support of our Parent Teacher Association (PTA), has community events such as Moms and Muffins, Dads and Donuts, Spooky Story Night, Trunk or Treat, Family Game Night and Book Fairs. In addition to these great social events, we've incorporated parent trainings focused primarily on mathematics, as well as have one on one parent meetings to ensure parents are aware of their child's academic needs. Family Game Night was added as an opportunity for families to interact in a fun and educational way. Lastly, we have an active PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC). SSC and ELAC assist in the development and monitoring of the School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP).

Volunteers are an integral part of our school. We count on them on a daily basis to assist in our classrooms and help organize our weekly parent communication folders. This past school year, we continued our parent Coffee Club that serves as material preparation for teachers, helps parents to get to know one another, and provides another opportunity for parent training. Our volunteers are recognized for their time and commitment during an annual Volunteer Breakfast at the end of the school year. Parent involvement opportunities are supported by our LCAP 28 funds.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	455	125	27.5
Female	227	224	57	25.4
Male	236	231	68	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	20	19	0	0.0
Black or African American	6	6	2	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	413	407	117	28.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	4	2	50.0
White	14	14	4	28.6
English Learners	60	58	12	20.7
Foster Youth	2	2	1	50.0
Homeless	46	46	15	32.6
Socioeconomically Disadvantaged	355	348	107	30.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	55	14	25.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Student safety is top priority at Studebaker. We have systems in place to ensure that all students are physically and emotionally safe and secure. Safety measures start as soon as our gates open to our students each and every morning. This year we redesigned our parking lot to help direct traffic and prevent the need for cars to back up where students are walking. In addition, we have three teachers and five supervisors on morning duty to ensure safety. A supervisor is placed in the Kindergarten line up area to ensure that our Kindergarten students are ready every morning. All visitors must enter through the main office, sign in, and affix a visitor's pass. We maintain a closed campus at all times. Aside from the daily procedures to get students to class safely, we also practice regular disaster drills in the event of an emergency. Studebaker participates in the annual California Great Shakeout in preparation for an earthquake. The district has provided Active Shooter Training. This training helped staff to better understand what to do in the event of an emergency. Parents and students understand the seriousness of emergency preparedness. Parents are appreciative of the safety measures put into place. Based on parent survey results, 90% of parents agree that Studebaker provides a safe environment for their children. The Safety Plan was approved by School Site Council on December 4, 2023

Aside from physical safety, Studebaker also recognizes that students must feel emotionally safe, as well. To ensure the emotional safety of all of our students, all staff has been trained in the "Positive Behavior Intervention System" (PBIS) as well as Second Step, which is a social emotional learning program whose curriculum help create a more empathetic society, by providing educational tools that allow students to take an active role in their emotional growth. As a school, we have chosen books to reinforce positive behavior and interaction between students. We have a new school wide book approximately every 6 weeks. Every classroom on campus has a copy of the book. There is also a copy in the office for parents to view. In addition, counseling services are also made available to all students, when needed. This ensures the we teach students school wide expectations, while focusing on positive reinforcement to encourage students to demonstrate these expectations daily. The addition of an elementary counselor has increased the amount of services that we can provide to our students. It is important that all students feel safe at school. 5th grade students participate in the Health Kids Survey which assess whether students feel safe and connected to their school. Based on the survey results 90% feel safe at school and 85% feel connected.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	9		
1	19	1	3	
2	18	1	3	
3	17	2	2	
4	19	2	2	
5	17	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	15	2	2	
2	17	2	2	
3	22		3	
4	18	2	2	
5	22	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	448

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,015	2,145	12,015	85,722
District	N/A	N/A	13,387	$83,600
Percent Difference - School Site and District	N/A	N/A	-10.8	7.1
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	44.9	-3.4

Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,855	$54,046
Mid-Range Teacher Salary	$77,155	$84,515
Highest Teacher Salary	$104,469	$110,867
Average Principal Salary (Elementary)	$114,144	$136,841
Average Principal Salary (Middle)	$118,260	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$202,452	$217,473
Percent of Budget for Teacher Salaries	33.02%	32.43%
Percent of Budget for Administrative Salaries	5.13%	5.62%

Professional Development

Reimaging and reculturing Studebaker is our goal after returning to full in person instruction. This year teachers have also been trained in integrated ELD, Lexia and ST Math, a focus on math through a partnership with UCLA Math Center, and district grade level math PD. In previous years all teachers have received Math and NGSS Science training which continue to be used in daily instruction. Each site has 3 teachers who serve as coaches and a TOSA for teacher and student support. In previous years, teachers have received district level training in Focused Instruction and on the California State Standards. These trainings are revisited on site often so that teachers are given support throughout the application of these frameworks. The Student Achievement Leadership Team (SALT) also provides professional development which focuses on a specific area of need in ELA determined by the analyzing SBAC. SALT meets monthly to discuss progress and conducts PD during staff meetings. At the site level, teachers are provided with review of research-based strategies, such as Guided Reading and Book Clubs, as well as the Elements of Effective Instruction. This upcoming year, professional development will be focused on an updated Guided Reading for 4th and 5th grade. In addition, training and support will continue in the area Close Reading. Coaching will be provided this school year by the site TOSA. Teachers are also released from their classrooms one full day

Professional Development

with their grade level teams. This allows them to do long range planning per trimester. Lastly, throughout the year grade level teams meet monthly for 90 minutes of uninterrupted time for Innovative Learning Collaborative (ILC). During this time, student assessment results and student work are analyzed allowing teams to make informed decisions for instruction based on students strengths and needs. The team then plans an Inquiry Cycle which consists of defining the Problem of Practice, planning high yield instruction, putting the practice into action, and refining the the practice based on student data. Inquiry Cycles will lead to Lesson Rounds. Lesson Rounds will allow teachers to observed student learning and develop best practices to improve student learning outcomes. Upcoming units are discussed with a focus on Academic Language. Rigor and Depth of Knowledge (DOK) levels are also discussed. These meetings are facilitated by the school principal. LCAP 7 funds are used to fund the PD's.

Site specific PD will be provided by the SALT team, PBIS team, and the site TOSA.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8