

Lake Canyon 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	Lake Canyon Elementary School
Street	800 Lake Canyon Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209.744.5200
Principal	Judith P Hayes
Email Address	jhayes@galt.k12.ca.us
School Website	https://lc-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34673480107946

2023-24 District Contact Information

District Name	Galt Joint Union Elementary School District
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience.

As educators we know at the heart of creating sustainable academic achievement and ensuring the college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized.

Lake Canyon Elementary School's administration, staff, and parents have joined together to make increased student engagement a reality. We provide varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent.

Our vision is that through the ongoing implementation of this mission the students of Lake Canyon will be 100% prepared for next steps in their educational pursuits and will achieve civic, college, and career readiness.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	58
Grade 2	66
Grade 3	90
Grade 4	70
Grade 5	74
Grade 6	87
Total Enrollment	511

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
Asian	4.5%
Black or African American	1.4%
Filipino	1%
Hispanic or Latino	53.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.9%
White	32.3%
English Learners	15.3%
Foster Youth	0.2%
Homeless	3.7%
Migrant	6.3%
Socioeconomically Disadvantaged	49.7%
Students with Disabilities	16.4%

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)	22.80	90.12	157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.95	3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.98	2.40	1.44	12115.80	4.41
Unknown	1.00	3.95	8.80	5.15	18854.30	6.86
Total Teaching Positions	25.30	100.00	172.40	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)	25.30	92.70	155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.11	11953.10	4.28
Unknown	2.00	7.30	7.40	4.49	15831.90	5.67
Total Teaching Positions	27.30	100.00	166.50	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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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.

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	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	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)	2.1	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

Galt Joint Union Elementary held a Public Hearing September 20, 2023, and determined that each school within the district has 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 20, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-6: Benchmark Advance/Adelante, adopted in 2017	Yes	0
Mathematics	K-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

School Facilities

Lake Canyon Elementary was originally constructed in 2005 and is comprised of 27 classrooms, one multipurpose room, one library, one staff lounge, and a playground. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with one full-time and two part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

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

Year and month of the most recent FIT report

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			EXHAUST FAN IS NOT WORKING. LIGHT DIFFUSER IS BROKEN. DIRTY VENT IN RR.
Interior: Interior Surfaces		X		FORMICA IS CHIPPING ON COUNTERTOP. UNSECURED ITEMS ARE STORED TOO HIGH. PENCIL SHARPENER COVER IS MISSING. DRINKING FOUNTAIN FLOWS ONTO COUNTERTOP. EVACUATION MAP IS NOT POSTED. TWO FAUCETS HAVE A DRIP. FAUCETS LEAK AT FITTINGS. FIRE EXTINGUISHER CASE IS BROKEN. ONE LIGHT PANEL IS OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING. ROOM IS CLUTTERED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		FIRE EXTINGUISHER IS NOT MOUNTED. ONE LIGHT PANEL IS OUT. FAUCET HAS A LOW FLOW. CEILING TILE IS BROKEN. ROOM IS CLUTTERED.
Electrical		X		ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. ONE LIGHT PANEL IS OUT. FAUCET HAS A LOW FLOW. EXHAUST FAN IS NOT WORKING. LIGHT DIFFUSER IS BROKEN. TWO HAND DRYERS HAVE NO POWER. FAUCETS HAVE HIGH PRESSURE. MAKERSPACE: THREE CAN LIGHTS ARE OUT TWO LIGHT PANELS ARE OUT.

School Facility Conditions and Planned Improvements

			LIGHT PANEL IS OUT.OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	DRINKING FOUNTAIN FLOWS ONTO COUNTERTOP. DRINKING FOUNTAIN HAS A LOW FLOW. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. ONE LIGHT PANEL IS OUT. FAUCET HAS A LOW FLOW. TOILET LEAKS AT WALL. FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS NO FLOW WITH BROKEN KNOB. TWO HAND DRYERS HAVE NO POWER. FAUCETS HAVE HIGH PRESSURE. FAUCET HAS A LOW FLOW. FAUCET HAS HIGH PRESSURE. LINOLEUM IS TORN. TWO FAUCETS HAVE A DRIP. FAUCETS LEAK AT FITTINGS. TOILET IS LOOSE AT BASE. FAUCET HAS A LOW FLOW
Safety: Fire Safety, Hazardous Materials	X		EXTINGUISHER IS BLOCKED. CEILING TILE HAS A WATER STAIN. NE LIGHT PANEL IS OUT.OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING. TECHNOLOGY: PAINT IS PEELING ON INTERIOR WALL.
Structural: Structural Damage, Roofs	X		EXTERIOR WALL TILE IS BROKEN AT ENTRY.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		THRESHOLD IS LOOSE DOOR CLOSER COVER IS MISSING. ONE LIGHT PANEL IS OUT.OUT. ONE STAIRWELL IS BEING USED AS STORAGE. DOOR CLOSER COVER IS MISSING.

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)	49	48	47	47	47	46
Mathematics (grades 3-8 and 11)	39	47	35	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	322	317	98.45	1.55	47.63
Female	169	167	98.82	1.18	49.70
Male	153	150	98.04	1.96	45.33
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	165	98.80	1.20	34.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	68.18
White	107	105	98.13	1.87	60.00
English Learners	39	38	97.44	2.56	7.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	99	98.02	1.98	32.32
Students Receiving Migrant Education Services	20	20	100.00	0.00	45.00
Students with Disabilities	50	50	100.00	0.00	12.00

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	322	318	98.76	1.24	47.17
Female	169	168	99.41	0.59	41.07
Male	153	150	98.04	1.96	54.00
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	166	99.40	0.60	34.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	107	105	98.13	1.87	60.00
English Learners	39	39	100.00	0.00	10.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	99	98.02	1.98	33.33
Students Receiving Migrant Education Services	20	20	100.00	0.00	45.00
Students with Disabilities	50	50	100.00	0.00	14.00

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)	30.12	28.38	28.85	29.31	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	75	75	100.00	0.00	28.00
Female	42	42	100.00	0.00	19.05
Male	33	33	100.00	0.00	39.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	10.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	52.38
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

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%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners and teacher communication through newsletters, email and phone calls. Intermediate-grade parents are encouraged to check assignments for the day on the Synergy Parent Portal. The parent portal allows parents to monitor their students' attendance, growth towards personalized goals, and grades online.

The school also seeks parental participation by encouraging parents to volunteer, and participate in our ELAC (English Language Advisory Committee), and School Site Council meetings. Parents are enthusiastic about doing their part to create a great school.

The school also has local community partnerships with South County Services, Cosumnes Preserve Learning Program, Lions Club, Rotary, Visions Counseling, the Youth Development Network, First 5 Preschool, Kiwanis and many other national, regional, and local partners.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	528	187	35.4
Female	262	260	95	36.5
Male	274	268	92	34.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	23	23	4	17.4
Black or African American	8	8	2	25.0
Filipino	7	6	1	16.7
Hispanic or Latino	289	286	124	43.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	30	30	6	20.0
White	171	168	50	29.8
English Learners	83	83	39	47.0
Foster Youth	3	3	1	33.3
Homeless	25	23	11	47.8
Socioeconomically Disadvantaged	275	271	116	42.8
Students Receiving Migrant Education Services	33	33	14	42.4
Students with Disabilities	108	108	47	43.5

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	0.50	0.93	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0
Female	0.76	0
Male	1.09	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	1.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.2	0
Foster Youth	0	0
Homeless	4	0
Socioeconomically Disadvantaged	1.45	0
Students Receiving Migrant Education Services	9.09	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. All gates remain locked though out the school day with admittance to the campus only though the main office. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus. School-wide digital and web-based surveillance cameras are in use school-wide to monitor outdoor areas and campus boundaries.

The current Lake Canyon School-wide Safety Plan was reviewed and approved by the Lake Canyon School Site Council and the GJUESD School Board in February, 15 2023. This extensive plan was highlighted at a spring 2023 Lake Canyon staff meeting to ensure all staff are fully aware and trained in all stated safety procedures.

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	10	7		
1	43	1	3	2
2	43		2	2
3	45	1	2	2
4	43	2	2	2
5	40	1	2	1
6	60			3
Other	12	6	2	

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	13	4	1	
1	19	3		
2	19	4		
3	19	3		
4	31		2	
5	24	1	2	
6	20	2	2	
Other	17	4	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
K	21	1	2	0
1	18	2	1	0
2	16	3	1	0
3	17	1	4	0
4	22	1	2	0
5	17	2	2	0
6	21	2	2	0
Other	14	2	0	0

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	0.1
Other	1.1

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	11,972	4,497	7,475	80,041
District	N/A	N/A	7,596	\$80,657
Percent Difference - School Site and District	N/A	N/A	-1.6	0.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	12.5	-5.6

Fiscal Year 2022-23 Types of Services Funded

Personalized learning pathways developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. These personalized learning and strengths-based growth plans for every student will articulate and transition to high school learning pathways experience while closing the achievement gap.

Programs and services at Lake Canyon which support and assist our learners include:

Through our many local, regional, and national partnerships, our students have access to opportunities in visual and performing arts, technology and engineering, and civic and service learning facilitated by experts in those fields.

Through the implementation of Lake Canyon's House System there is constant encouragement for students to do their best. This system supports positive attitudes of students toward one another and toward the school. The House System connects every student with a team of caring staff and peers which supports a sense of belonging and opportunities for student leadership.

The Lake Canyon behavior support system is built upon restorative justice ideals and positive behavior intervention supports.

Our school currently has a team of instructional assistants who provide additional reading and math skills practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Instructional assistants are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches and site administration.

Extended day academic services are offered two days a week after school. Teachers and instructional assistants support students with reading, science, and math.

Wellness is prioritized through the implementation of a nationally recognized school-wide wellness plan which includes school-wide access to at least 100 minutes per week of physical education, fitness and sports-based interest clubs both during the school day and after school, and robust health and nutrition education.

Free after school meals are offered to all students who attend small group cohorts in-person on campus.

More than one hundred fifty families have been chosen to check out a Chromebook with Wi-Fi services for home use.

The Bright Future Learning Center (BFLC) is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. The BFLC normally facilitates our large after school club offerings based on access to student interests. Many of these opportunities utilize technology and innovations in education such as computer programming, coding, engineering and robotics. The BFLC is normally open Monday - Friday from 8:00 a.m. - 4:00 p.m. In addition, Lake Canyon offers an extended learning program serving around 100 students after school in an environment where students have access to a healthy snack, homework help, and enrichment activities.

Fiscal Year 2022-23 Types of Services Funded

Our school social worker program helps to keep children supported through their school years. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning. Our social worker provides support to our students and staff, support to our families, works with attendance intervention, and provides on-going workshops for parents and staff.

Health services are under the supervision of a qualified school nurse. Vision screening, hearing tests, first aid and health counseling are among the services. Our district nurse, along with our school health clerk, is available to address health problems that interfere with the learning process.

100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS aligned bridge math program-Eureka Math. 100% of students are exposed to units developed through the NGSS lens.

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

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	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

Professional Development

Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes. School site will use data, meaningful evaluation and self-reflection to continuously improve classroom instruction. Professional growth opportunities for all staff will be provided and valued as part of the school mission. Educators set annual professional growth goals in collaboration with school administrators. Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments.

New teachers and teachers seeking additional assistance are supported by Teacher Induction providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

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	3	3	3