

Los Amigos Dual Immersion 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/fq/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	Los Amigos Dual Immersion School
Street	6640 East Avenue R-8
City, State, Zip	Palmdale, CA 93552
Phone Number	(661) 285-1546
Principal	Dr. Yesenia Diaz
Email Address	yediaz@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4464
County-District-School (CDS) Code	19 64857 6119143

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

Los Amigos adheres to the district dual language program, which provides instruction in Spanish and English through the 50/50 model of language immersion. In a 50/50 model, students spend 50% of their school day in one language and 50% of their school day in another language. Los Amigos follows three dual language pillars: Bilingualism/Biliteracy, High academic achievement in both languages, Sociocultural competence.

Los Amigos' mission strives for students to achieve academic success, develop a positive self-image, and achieve cross-cultural understanding through bilingual instruction. Language, culture, and cultural heritage are preserved and respected. Children are taught to value the differences that make them unique and to reinforce what they have in common and unite them. Academically proficient citizens in two languages are prepared for a world of global communication and economics, are trained to function effectively in diverse cultures, and have the power to achieve the highest academic, social, and linguistic achievement.

Los Amigos Dual Immersion uses "Teaching for Biliteracy" units for kindergarten through the seventh grade. The "Teaching for Biliteracy" units are standards-based, integrating language arts and content areas. The units focus on developing students' oracy along with reading and writing. Through "Teaching for Biliteracy" units, our goal is to enhance student competencies such as critical thinking skills, become effective communicators in both languages, and develop creative skills to enable them to problem solve and learn to collaborate. Students receive opportunities to develop their skills and knowledge base through the California Common Core State Standards in academic courses.

Our "DRAGONS" student learning outcomes:

Diverse
Resueltos al Triunfo academico
Achievers
Genios en dos idiomas
Outstanding scholars
Nunca se rinden
Success for all

2023-24 School Description and Mission Statement

Los Amigos School Mission

The mission of Los Amigos School is that through dual-language instruction, students achieve academic success, develop a positive self-image, and attain cross-cultural understanding. Language, culture, and heritage are preserved and respected. Children are taught to value the differences that make them unique and to strengthen the commonalities that draw them together. They come as speakers of different languages, often unable to sufficiently communicate with one another. Through intentional group learning and study, they grow together and learn to produce in two languages.

Los Amigos School Vision

The vision for Los Amigos Dual Immersion School is to prepare all of our students to be 21st-century global citizens who are bilingual/biliterate, high achievers with an appreciation for multiculturalism. We will do so by providing a rigorous curriculum.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	116
Grade 2	116
Grade 3	104
Grade 4	98
Grade 5	108
Grade 6	127
Grade 7	103
Grade 8	87
Total Enrollment	975

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.6%
Asian	0.2%
Black or African American	1.9%
Hispanic or Latino	94.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.6%
White	2.1%
English Learners	24.7%
Homeless	0.9%
Migrant	1.6%
Socioeconomically Disadvantaged	79.6%
Students with Disabilities	9.9%

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)	29.20	78.29	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.68	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	2.62	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.90	15.90	73.80	8.18	12115.80	4.41
Unknown	0.10	0.48	50.10	5.56	18854.30	6.86
Total Teaching Positions	37.30	100.00	902.80	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)	27.30	73.25	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	2.57	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	11.46	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	10.76	58.20	6.46	11953.10	4.28
Unknown	0.70	1.90	27.30	3.03	15831.90	5.67
Total Teaching Positions	37.30	100.00	902.00	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	0.80	2.80
Misassignments	0.10	1.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	4.20

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	5.90	4.00
Total Out-of-Field Teachers	5.90	4.00

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)	0.3	3.5
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	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

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-8: Eureka/Engage New York Math /2015	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0
Foreign Language		Yes	0

School Facility Conditions and Planned Improvements

We take pride in keeping our school grounds and buildings maintained. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner with the support of the day and evening custodial staff. Restrooms are cleaned at least once per day but are checked frequently throughout the day to maintain proper supplies and cleanliness. The district makes necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

Year and month of the most recent FIT report

June 2023

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:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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)	54	50	29	28	47	46

Mathematics (grades 3-8 and 11)	32	37	14	16	33	34
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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	631	617	97.78	2.22	50.24
Female	313	305	97.44	2.56	53.11
Male	318	312	98.11	1.89	47.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	15	14	93.33	6.67	28.57
Filipino	0	0	0	0	0
Hispanic or Latino	594	581	97.81	2.19	50.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	132	123	93.18	6.82	17.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	520	510	98.08	1.92	46.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	81	75	92.59	7.41	10.67

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	631	624	98.89	1.11	36.86
Female	313	310	99.04	0.96	33.55
Male	318	314	98.74	1.26	40.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	15	14	93.33	6.67	21.43
Filipino	0	0	0	0	0
Hispanic or Latino	594	588	98.99	1.01	36.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	132	130	98.48	1.52	9.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	520	516	99.23	0.77	33.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	81	76	93.83	6.17	9.21

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)	25.67	24.61	13.34	13.64	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	194	191	98.45	1.55	24.61
Female	97	96	98.97	1.03	18.75
Male	97	95	97.94	2.06	30.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	183	98.39	1.61	23.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	31	96.88	3.12	3.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	151	98.69	1.31	24.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	8.33

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	92	95	93	99	100
Grade 7	99	99	99	99	99

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 and community members actively participate in the various committees that plan, implement, and evaluate the curricular programs. Los Amigos has the following committees: School Site Council, Parent Teacher Association, English Learner Advisory Committee, and an African American Advisory Council.

There are many events that are scheduled for parents and families to attend: Back-To-School Night to acquaint parents with the instructional program. Parent Conferences twice per year to determine needs, set goals, and assess student progress. Families are invited to attend association PTA meetings, PTA school events, multicultural events throughout the District, Breakfast with the Superintendent, and Coffee with the Principal. Parents are invited to participate in the Family Literacy Project, Dual Language Workshops, nutrition, bullying, healthcare, and homework resources. Grade-level family nights are scheduled once a year to engage families and support parents with math workshops, literacy, and Science. The school psychologist and the school counselor invite parents to participate in social-emotional workshops. Los Amigos' goal is for parents to participate in many events throughout the year. Parents are invited to all district and school events via our parent communication portal, such as Parent Square.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1000	996	164	16.5
Female	497	494	80	16.2
Male	503	502	84	16.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	2	2	0	0.0
Black or African American	22	22	2	9.1
Filipino	0	0	0	0.0
Hispanic or Latino	941	937	156	16.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	6	6	2	33.3
White	20	20	3	15.0
English Learners	288	286	46	16.1
Foster Youth	3	3	2	66.7
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	804	802	139	17.3
Students Receiving Migrant Education Services	17	17	1	5.9
Students with Disabilities	128	128	23	18.0

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	4.00	2.80	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.8	0
Female	1.81	0
Male	3.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	2.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5	0
English Learners	3.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.81	0

2023-24 School Safety Plan

The school staff received a copy of the Los Amigos Safe School Plan and the Site Emergency Preparedness Plan. This plan was last updated and Board approved in March 2023. The school administrative team and the school site safety committee meet monthly to discuss and make decisions regarding strategies to improve the safety of the school, students, staff, and families.

All staff members are required to become familiar with the plan and their particular duties in case of an emergency. This plan is reviewed and updated annually. Furthermore, all staff follows the "Standard Response Protocol" plan, which informs our staff on how to proceed in an emergency. The "Standard Response Protocol" signage is located in the classrooms, hallways, and around the school site.

The school holds monthly fire drills and cycles through the various emergency scenarios such as hold, secure, lock-down, evacuate, and shelter drills. Our school site is equipped with cameras and locked gates and is alarmed to deter any break-ins and/or theft. A defibrillator has been placed in the cafeteria. The Closed Campus policy is strictly enforced.

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	29		32	
1	29		31	
2	27		32	
3	28		32	
4	27		32	
5	28		32	
6	24		32	
Other	30		1	

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	23		32	
1	29		32	
2	25		32	
3	24		32	
4	27		32	
5	26		32	
6	23	8	32	

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	29	0	32	0
1	29	0	32	0
2	29	0	32	0
3	26	0	32	0
4	25	0	32	0
5	27	0	32	0
6	25	8	32	0
Other	0	0	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	975

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	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	6.3

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	\$9,092	\$613	\$8,479	\$93,028
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	60.3	-4.8
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	10.8	3.8

Fiscal Year 2022-23 Types of Services Funded

Los Amigos offers multi-tiered systems of support through grade-level Academies, targeted instructional intervention with the Literacy Coach, retired teacher, instructional assistants, and after-school academic tutoring. Teachers review students' data monthly during the grade-level professional learning community to inform instruction and guide intervention. Teachers also collaborate on lesson planning both on-site and district level. With the support of Doug Fisher and Aida Allen-Rotell, the school leadership team and grade levels are working on creating engaging lessons in the classroom in support of the school site implementation plan for both math and language arts.

Los Amigos GATE students receive a differentiated curriculum according to students' GATE IGP's determined through collaborative goal-setting efforts involving the student, parent, and teacher. We also offer Pathway to Biliteracy in grades 5 and 8. Pathway to Biliteracy students met the criteria of the Pathway to Biliteracy Attainment and completed the required criteria by affirming a positive attitude toward being bilingual and demonstrating progress toward advanced levels of knowledge and proficiency in Spanish and English.

The district also offers bi-monthly Dual Site Collaborative Meetings, Dual Collaborative grade level planning, and monthly Spanish-Lead meetings to support the Dual Immersion Programs.

Title I funding provides additional educational professional developments to our teachers and offers opportunities for students and materials school-wide, including materials related to AVID, such as planners, binders, and other supplemental school supplies.

Fiscal Year 2022-23 Types of Services Funded

In addition, we have two resource specialists, two special day class teachers, an adaptive PE teacher, a speech therapist, a school psychologist, kindergarten assistants, and special education assistants who support children with special needs.

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	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

For 2023-2024, the three academic foci are Teaching for Biliteracy, Teacher Clarity, and Mathematics Standards. All grade levels (Kindergarten to eighth grade) are implementing Teaching for Biliteracy Units. Teachers meet within their grade levels to design lessons focusing on language arts (both in Spanish and English), science, and social studies. For Teacher Clarity, teachers participate in staff meetings, conferences, and professional development to deepen their understanding of learning grade-level standards, learning progressions, learning intentions, and success criteria. For the mathematical standards, the school site leadership and the math teachers are working in vertical alignment with the core standards from kindergarten to eighth grade.

Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices. Teachers are invited to participate in district professional learning, such as Mastery Guides, Eduprotocols Training, Scaffolding and Differentiating Instruction with Newsela, and Supporting English Language Learners. In addition, teachers attend the summer PSD Professional Learning days focusing on small group interventions, math intervention, Eduprotocols, PLC+, and dual immersion programs.

Teachers continue to meet weekly within their grade level. In addition, teachers attend collaboration meetings with other Dual Immersion schools to help support, create, and go over the curriculum, and data, and plan lessons based on standards and learning skills that best fit the needs of students within Dual Immersion.

Additionally, the school leadership team meets monthly to engage in the cycle of inquiry to refine our school implementation plan and focus. Conference and convention attendance (CABE, Teacher Clarity), in-service meetings and staff collaboration, and vertical articulation offer additional opportunities for professional growth. Teachers observe others as professionals, engage in peer coaching, and work with mentors and grade-level or departmental colleagues.

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	10	20	38