SARC 2024-25 School Accountability Report Card
Published in 2025-26

Lucerne Elementary School

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Grades TK-8 ▪ CDS Code 17-64048-6010656



Lucerne Elementary School District

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Principal's Message

The Lucerne Elementary School Board issues this School Accountability Report Card (SARC) to provide parents and the community with information about the conditions and progress at Lucerne Elementary School. At Lucerne Elementary School, we feel all students have a unique contribution to make to the future. We also believe all students can be successful and that communication and collaboration among students, parents and school staff are the keys to success. By continuing to work together, students will realize their potential, build skills and begin to contribute as citizens in our changing society.

As you read our SARC, you will see the programs offered to your children to help them develop academically, physically and socially.

School Safety

The board of trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The school has a comprehensive safety plan, which it reviews and updates annually. The plan is in the main office and is available for review. It includes strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The emergency safety plan addresses preparedness for earthquake, fire, intruder on campus, bomb threat, chemical accident, civil disturbance, explosion, fallen aircraft, flood, severe storm and war. The entire campus is fenced, and we lock the gates while school is in session. Visitors must sign in at the office and are required to wear a badge.

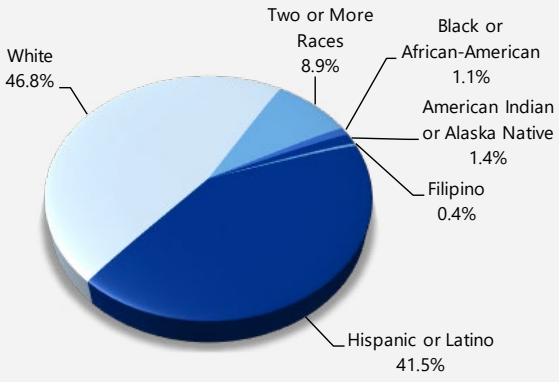
All staff members wear identification while on duty. Key staff members have two-way radios. All classrooms have phones and email capability. Staff members regularly receive CPR training as well as first-aid training. Several staff members are on supervisory duty during all breaks, recesses and lunches.

The school safety plan was most recently reviewed, updated and discussed with school faculty in February 2026.

Enrollment by Student Group

The total enrollment at the school was 282 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

The mission of Lucerne Elementary School District is one of assisting students in becoming capable and responsible individuals. Our district will focus on the intellectual, emotional, social, academic and physical development of all students. Recognizing the widely differing interests, needs and abilities of students, the district will provide quality programs to teach valued common knowledge and skills and will facilitate growth in independent reasoning and creativity.

Acknowledging that effective and responsible citizenship requires a personal commitment to lifelong learning, it is our vision that students will learn to assume individual responsibility for continued learning. Since schools share the educational function with the family and other institutions, the district will work with students, parents and community members to meet the needs of developing children while they are entrusted to our district's school.

School Board

Cheyenne Higgins, School Board President

Nicole Zwinge, School Board Clerk

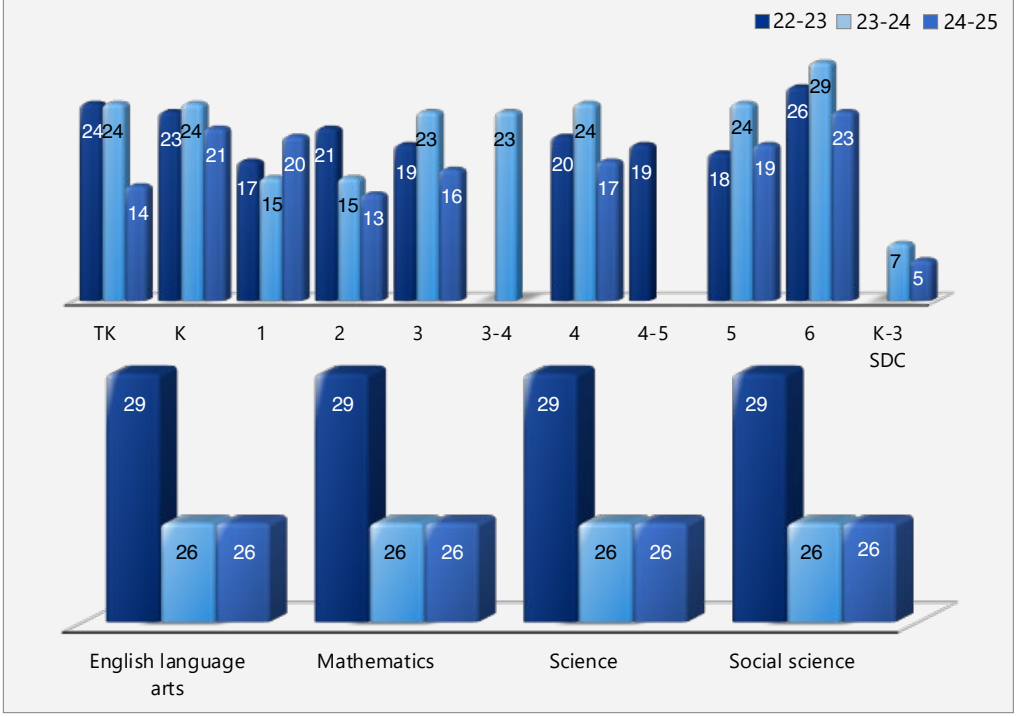
Elise Jones, School Board Member



Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1			1		1		
K		1			1			1	
1	2			2			2		
2		2		2			2		
3	2				1		1	1	
3-4					1				
4	1				1		1	1	
4-5	1								
5	1				1		1	1	
6		1			1			1	
K-3 SDC				1			1		
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		2			2			2	
Mathematics		2			2			2	
Science		2			2			2	
Social science		2			2			2	

Enrollment by Student Group

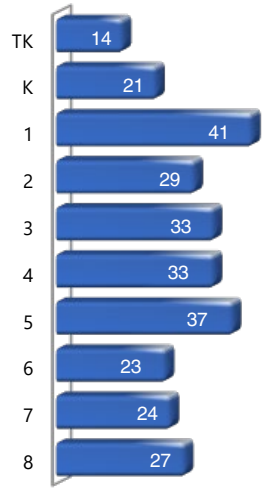
Demographics	
2024-25 School Year	
Female	47.20%
Male	52.80%
Non-Binary	0.00%
English Learners	13.10%
Foster Youth	1.10%
Homeless	13.10%
Migrant	5.30%
Socioeconomically Disadvantaged	85.50%
Students with Disabilities	12.40%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Lucerne ES			Lucerne ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	6.10%	2.60%	3.10%	6.10%	2.60%	3.10%	3.60%	3.30%	2.90%
Expulsion rates	0.30%	0.30%	0.00%	0.30%	0.30%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.10%	0.00%
Female	2.60%	0.00%
Male	3.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.10%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.40%	0.00%
English Learners	2.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.50%	0.00%



Professional Development

Lucerne Elementary School District has contracted with the teachers an additional four days before students return to school and one day after students have ended the school year for staff development.

The school provides ongoing professional development for the school staff (certificated, classified and board) as an important part of improving quality programs. All teachers have received training designed to promote specific skills and information related to school priorities and objectives set forth in the Local Control and Accountability Plan (LCAP). The district is focused on the four main goals of the LCAP, which include Conditions of Learning, Pupil Outcomes, Engagement and Learning Loss. The district also provides seven teacher collaboration days during the school year (minimum days for students) to allow time to foster a collaborative effort in order to develop and implement strategies for the improvement of student achievement and success.

In addition to the formal staff development days, staff members are encouraged to participate in other curriculum workshops outside of the local area during the school year to enhance instructional and curriculum strategies.

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2023-24	12
2024-25	13
2025-26	13

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	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
5	85.0%	92.5%	95.0%	97.5%	95.0%
7	83.0%	79.0%	79.0%	79.0%	79.0%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	325	315	127	40.30%
Female	156	151	59	39.10%
Male	169	164	68	41.50%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	129	127	52	40.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	31	29	9	31.00%
White	149	143	57	39.90%
English Learners	42	42	18	42.90%
Foster Youth	❖	❖	❖	❖
Homeless	53	53	17	32.10%
Socioeconomically Disadvantaged	284	274	113	41.20%
Students Receiving Migrant Education Services	15	15	5	33.30%
Students with Disabilities	46	44	21	47.70%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

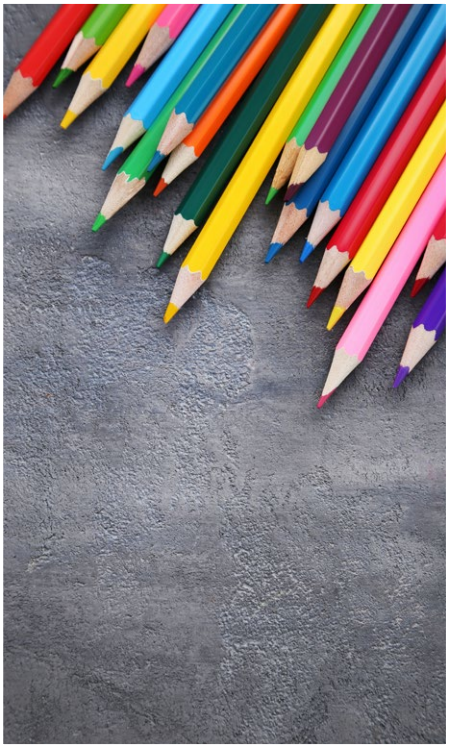
These programs and Supplemental Educational Services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

Supplemental/Concentration Grants

- Reading Intervention
- Math Intervention
- After-school tutoring
- ELD instructional Aid
- Summer school
- Morning and After School Homework Room
- AVID

Title I

- Technology in the Classroom
- Paraeducator



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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Lucerne ES		Lucerne ESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	27.08%	14.71%	27.08%	14.71%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Lucerne ES		Lucerne ESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	34%	25%	33%	25%	46%	48%
Mathematics	23%	16%	23%	16%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	70	68	97.14%	2.86%	14.71%
Female	40	39	97.50%	2.50%	10.26%
Male	30	29	96.67%	3.33%	20.69%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	34	100.00%	0.00%	11.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	28	26	92.86%	7.14%	19.23%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	10	90.91%	9.09%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	61	59	96.72%	3.28%	11.86%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.







CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	183	180	98.36%	1.64%	25.00%
Female	87	85	97.70%	2.30%	25.88%
Male	96	95	98.96%	1.04%	24.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	74	74	100.00%	0.00%	22.97%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	13	13	100.00%	0.00%	15.38%
White	87	85	97.70%	2.30%	29.41%
English Learners	24	24	100.00%	0.00%	12.50%
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	19	90.48%	9.52%	21.05%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	153	150	98.04%	1.96%	22.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.





CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	183	180	98.36%	1.64%	16.11%
Female	87	85	97.70%	2.30%	9.41%
Male	96	95	98.96%	1.04%	22.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	74	74	100.00%	0.00%	10.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	13	13	100.00%	0.00%	15.38%
White	87	85	97.70%	2.30%	21.18%
English Learners	24	24	100.00%	0.00%	16.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	19	90.48%	9.52%	21.05%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	153	150	98.04%	1.96%	14.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	5.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

Lucerne Elementary School takes pride in the fact that all students enrolled have access to their own copy of standards-aligned textbooks to use in class and to take home. The State Board of Education and local school board approve all the textbooks in the core curriculum. We order new materials and textbooks as soon as a need arises. The books are in good condition, and we quickly replace or repair damaged books. The Lucerne Elementary School Board holds a public hearing annually at the September regular school board meeting to ensure the above standards are upheld.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
English language arts	McGraw-Hill (K-5)	2016
English language arts	Houghton Mifflin Harcourt (6-8)	2016
Mathematics	McGraw-Hill (K-5)	2015
Mathematics	Glencoe (6-8)	2015
Science	Pearson Elevate California Science (K-8)	2020
History/social science	Studies Weekly (K-5)	2018
History/social science	Cengage National Geographic Learning (6-8)	2018

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year	
Data collection date	9/10/2025



✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	8/22/2025

School Facilities

Lucerne Elementary School was built in 1975. We have 17 classrooms; a multipurpose room; and a large, well-stocked library with more than 10,000 titles. The school has added many upgrades since it was built, including playground areas, kindergarten buildings, classrooms and furnishings. All rooms are accessible for people who have disabilities. A modernization project has been completed for the kitchen, gymnasium and one set of student bathrooms.

Our school provides a safe, clean and functional environment for learning through proper maintenance of facilities and campus supervision.

All toilets are kept in good repair and are always in working condition. Classrooms are cleaned on a daily basis.

A thorough maintenance plan keeps the school in excellent condition. One part-time and two full-time janitors strive to ensure the campus is clean and safe for students at all times. A member of the maintenance crew is on-site weekdays from early morning to night.

Lucerne Elementary School is a closed campus surrounded by chain-link fencing. Staff members supervise students before, during and after school at release time. Visitors must check in at the office and obtain a visitor's badge to be allowed on campus during school hours. Lucerne Elementary School is equipped with surveillance cameras.

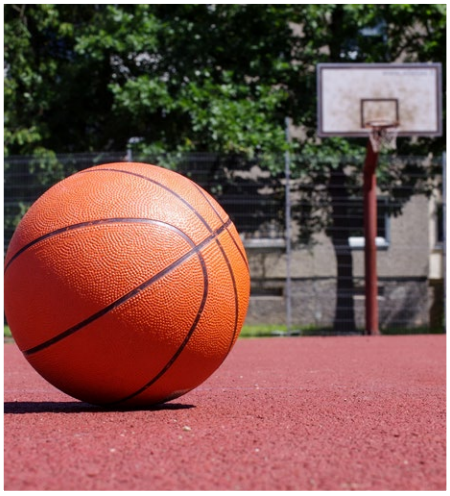
Lucerne Elementary School strives to maintain a safe and well-maintained campus.

A general obligation bond was passed by the voters of Lucerne, which was used to fund the building of two primary classrooms.

The district received grant funding for a TK building. This project funded two new TK buildings. Construction was completed in the winter of 2024.



"At Lucerne Elementary School, we feel all students have a unique contribution to make to the future."



Parental Involvement

Lucerne Elementary School provides many opportunities for parental involvement both directly and indirectly. Parents are encouraged to volunteer in their child's classroom and sit on various committees. They may also seek an elected position on the School Site Council and the Lucerne Elementary School Board. We invite parents to attend a minimum of two conferences with their child's teacher each year. Several evenings are set aside for parents to visit the school—these include back-to-school night, open house and family nights. We also ask parents to chaperone activities and field trips, and parents can give indirect support through fundraising activities and donations.

For more information on how to become involved at the school, please contact Assistant Principal Rebecca Kenner at (707) 274-5578 or email rkenner@lucerne.k12.ca.us.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

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)	13.0	81.3%	13.0	81.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	3.0	18.8%	3.0	18.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	16.0	100.0%	16.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

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)	10.0	66.7%	10.0	66.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	3.0	20.0%	3.0	20.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	13.3%	2.0	13.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	15.0	100.0%	15.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

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)	10.0	62.5%	10.0	62.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	6.3%	1.0	6.3%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	18.8%	3.0	18.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
Unknown	1.9	12.5%	1.9	12.5%	13,705.8	4.9%
Total Teaching Positions	15.9	100.0%	15.9	100.0%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	2.0
Misassignments	0.0	2.0	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	2.0	3.0



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	18.1%	7.6%
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%	5.8%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)

	Lucerne ESD	Similar Sized District
Beginning teacher salary	$51,157	$55,247
Midrange teacher salary	$80,969	$80,745
Highest teacher salary	$97,272	$109,655
Average elementary school principal salary	✪	$133,828
Superintendent salary	$145,349	$155,953
Teacher salaries: percentage of budget	21.32%	25.26%
Administrative salaries: percentage of budget	7.07%	6.12%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Lucerne ES	$11,291	$74,551
Lucerne ESD	$11,291	$74,551
California	$11,146	$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	+1.3%	-12.6%

✪ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	$22,270
Expenditures per pupil from restricted sources	$10,978
Expenditures per pupil from unrestricted sources	$11,291
Annual average teacher salary	$74,551



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.