

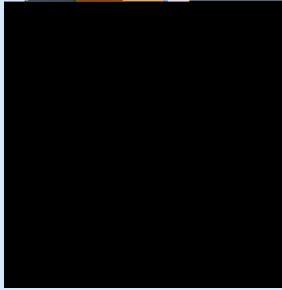
# David Lubin Elementary School

## 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/>.

## 2023-24 School Contact Information

<b>School Name</b>	David Lubin Elementary School
<b>Street</b>	3535 M Street
<b>City, State, Zip</b>	Sacramento, CA 95816
<b>Phone Number</b>	916.395.4540
<b>Principal</b>	Richard Dixon
<b>Email Address</b>	Richard-Dixon@scusd.edu
<b>School Website</b>	<a href="https://www.scusd.edu/">https://www.scusd.edu/</a>
<b>County-District-School (CDS) Code</b>	34-67439-6033880

## 2023-24 District Contact Information

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	(916) 643-7400
<b>Superintendent</b>	Lisa Allen
<b>Email Address</b>	<a href="https://www.scusd.edu/form/send-us-email">https://www.scusd.edu/form/send-us-email</a>
<b>District Website</b>	www.scusd.edu

## 2023-24 School Description and Mission Statement

The mission of David Lubin Elementary School is to instill a love of scientific inquiry and application and to empower students to pursue a life of choices by learning in an interdisciplinary environment that emphasizes the strong work ethic and critical thinking needed to solve problems in the real world.

Our focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. To be effective in the 21st century, today our children must learn to create, evaluate, and effectively utilize information, media, and technology.

We recognize an unprecedented opportunity to engage and include all students in the challenge and promise made possible through a rigorous innovative STEAM program. As a designated STEAM school, we will establish science, technology, engineering, arts, and math as an integral part of learning for a future in which science belongs to all of us. Tomorrow's opportunities begin today.









	Practice of Statistics ONLINE 2021-2022 IB MYP Mathematics 2 Oxford Univ Press 2023-2024 IB MYP Mathematics 3 Oxford Univ Press 2023-2024 IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024 IB Mathematics: applications and interpretation. Oxford Univ Press 2019-2020		
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	AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017 AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017 Hmong 1, 2, 3 Hmong Book Center 2014 American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022		
<b>Health</b>	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017		0%
<b>Visual and Performing Arts</b>	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Davis 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023		0%

## School Facility Conditions and Planned Improvements

David Lubin received a Facility Inspection Tool (FIT) overall rating score of good on their most recent inspection. The staff and school community invest considerable time, energy, and effort in creating a quality learning environment for students and staff at our school and this is reflected in the newly installed blacktop and carefully tended Peace and Edible Garden spaces.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe, and functional. The district Operations Department takes great pride in following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the s recei (F)-7(a)9176Facit 284 315.22 568.56 1/Esanct/MCID1724(e 183.19 483.98 273.22 11.52 ref\* EMC /

**School Facility Conditions and Planned Improvements**

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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**



## 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	248	235	94.76	5.24	48.09
Female	126	117	92.86	7.14	41.88
Male	122	118	96.72	3.28	54.24
American Indian or Alaska Native	--	--	--	--	





## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	473	95	20.1
Female	240	229	40	17.5
Male	255	243	55	22.6
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	53	49	7	14.3
Black or African American	39	35	16	45.7
Filipino	4	4	1	25.0
Hispanic or Latino	165	158	38	24.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	45	41	5	12.2
White	186	182	26	14.3
English Learners	37	36	7	19.4



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.21	0
Female	0	0
Male	2.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.56	0
Filipino	0	0
Hispanic or Latino	1.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.22	0
White	1.08	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.87	0

## 2023-24 School Safety Plan

Sacramento City Unified School District  
Comprehensive Safe School Plan 2022-2023

- Section 1..... Crisis Communication Flow  
 Section 2.....Site Level Emergency Procedures:
- a. Lockdown Response
  - b. Fire
  - c. Bomb Threat, ATF Bomb Threat Checklist
  - d. Active Shooter
  - e. Chemical Accident

## 2023-24 School Safety Plan

- Section 10.....Component I: Social Climate
- Component II: Physical Climate/Campus
- Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
- Section 12.....Site Level Communication Procedures
  - a. Emergency Phone Tree
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
- Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
- Section 15... ..Site Level Family Reunification Plans
  - a. Reunification Logs
- Section 16.....Site Level Provisions for Students/Staff with Special Needs
  - a. Site Evacuation for Persons With Special Needs
- Section 17.....School Site Safety Committee Member List and Approval of CSSP
- Section 18... ..Staff / School Handbook
- Section 19.....Site Map (Please Label All Rooms)
- Section 20.....OPTIONAL-Additional Site-Specific Safety Information

### 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
	11	7		

## 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	15	2	3	
1	16	4	4	
2	17	7		
3	17	7		
4	26	1	2	
5	21	2	4	
6	26	1	2	2
Other	7	3		

2022-

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0.6
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.4

## 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

## Fiscal Year 2022-23 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

David Lubin Elementary School and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

## 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
Salary	\$49,228	\$55,550
Mid-Range Teacher Salary	\$54,542	

