

School Accountability Report Card

Reported Using Data from the 2024-2025 School Year
California Department of Education

(Published During 2025-2026)

Hamlin Charter Academy

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 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

TABLE 1: DISTRICT CONTACT INFORMATION (SCHOOL YEAR 2025-26)

District Name	
Los Angeles Unified School District	
Phone Number	
213-241-1000	
Superintendent	
Alberto M. Carvalho	
Email Address	
superintendent@lausd.net	
Website	
www.lausd.org	

**TABLE 2: SCHOOL CONTACT INFORMATION (SCHOOL YEAR
2025-26)**

School Name	
	Hamlin Charter Academy <i>Hamlin Charter Academy (Hamlin CA)</i>
Street	
	22627 HAMLIN ST
City, State, Zip	
	WEST HILLS, CA 91307
Phone Number	
	818-348-4741
Principal	
	MULTER, MONICA D
Email Address	
	mdm0139@lausd.net
Website	
	hamlincharter.org
Grade Span	
	K- 5
County-District-School (CDS) Code	
	19 64733 6017438

**TABLE 3: SCHOOL DESCRIPTION AND MISSION STATEMENT
(SCHOOL YEAR 2025-26)**

All youth achieving is the overall mission of Los Angeles Unified School District. The District's vision is that every LAUSD student will complete high school college-prepared and career-ready. To achieve our mission and vision, all schools in the District are committed to meeting the five goals listed below:

- 1. 100% Graduation**
- 2. Academic Proficiency for All Students**
- 3. 100% Attendance**
- 4. Student, Parent, and Community Engagement**
- 5. School Safety**

This School Accountability Report Card shows how well our school and students are meeting the District's goals.

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL
(SCHOOL YEAR 2024-25)

Kindergarten	
	86
Grade 1	
	51
Grade 2	
	46
Grade 3	
	46
Grade 4	
	31
Grade 5	
	54
Grade 6	
	0
Grade 7	
	0
Grade 8	
	0
Grade 9	
	0
Grade 10	
	0
Grade 11	
	0
Grade 12	
	0

Total Enrollment

314

[Top of Page](#)

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP
(SCHOOL YEAR 2024-25)

Female	
	41.7
Male	
	58.3
Non-Binary	
American Indian or Alaska Native	
	0.3
Asian	
	8.6
Black or African American	
	11.1
Filipino	
	0.6
Hispanic or Latino	
	45.9
Native Hawaiian or Pacific Islander	
Two or More Races	
	5.1
White	
	17.2
English Learners	
	20.1
Foster Youth	
	0.3

Homeless	
	1.9
Migrant	
Socioeconomically Disadvantaged	
	68.8
Students with Disabilities	
	26.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

**TABLE 6: TEACHER PREPARATION AND PLACEMENT
(SCHOOL YEAR 2021-22)**

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
School Number	12.9
School Percent	86.66
District Number	23128.2
District Percent	84.33
State Number	234405.2
State Percent	84
Intern Credential Holders Properly Assigned	
School Number	2
School Percent	13.34
District Number	804.5
District Percent	2.93
State Number	4853
State Percent	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
School Number	0
School Percent	0
District Number	1474.9
District Percent	5.38
State Number	12001.5
State Percent	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
School Number	0
School Percent	0
District Number	1009.6
District Percent	3.68

State Number	11953.1
State Percent	4.28
Unknown / Incomplete / NA	
School Number	0
School Percent	0
District Number	1009.3
District Percent	3.68
State Number	15831.9
State Percent	5.67
Total Teaching Positions	
School Number	14.9
School Percent	100
District Number	27426.8
District Percent	100
State Number	279044.8
State Percent	100

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 to based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**TABLE 7: TEACHER PREPARATION AND PLACEMENT
(SCHOOL YEAR 2022-23)**

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
School Number	13.9
School Percent	82.34
District Number	22355.1
District Percent	82.56
State Number	231142.4
State Percent	83.24
Intern Credential Holders Properly Assigned	
School Number	2
School Percent	11.77
District Number	1101.4
District Percent	4.07
State Number	5566.4
State Percent	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
School Number	1
School Percent	5.89
District Number	1596
District Percent	5.89
State Number	14938.3
State Percent	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
School Number	0
School Percent	0
District Number	1053.6
District Percent	3.89

State Number	11746.9
State Percent	4.23
Unknown / Incomplete / NA	
School Number	0
School Percent	0
District Number	971.5
District Percent	3.59
State Number	14303.8
State Percent	5.15
Total Teaching Positions	
School Number	16.9
School Percent	100
District Number	27077.8
District Percent	100
State Number	277698
State Percent	100

Note: The data in this table is based on 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.

**TABLE 8: TEACHER PREPARATION AND PLACEMENT
(SCHOOL YEAR 2023-24)**

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
School Number	14.3
School Percent	84.34
District Number	22261.7
District Percent	82.36
State Number	230039.4
State Percent	100
Intern Credential Holders Properly Assigned	
School Number	0
School Percent	0
District Number	1309.3
District Percent	4.84
State Number	6213.8
State Percent	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
School Number	2
School Percent	11.77
District Number	1899.5
District Percent	7.03
State Number	16855
State Percent	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
School Number	0
School Percent	0
District Number	946.9
District Percent	3.5

State Number	12112.8
State Percent	4.34
Unknown / Incomplete / NA	
School Number	0.6
School Percent	3.88
District Number	613.6
District Percent	2.27
State Number	13705.8
State Percent	4.91
Total Teaching Positions	
School Number	16.9
School Percent	100
District Number	27031.1
District Percent	100
State Number	278927.1
State Percent	100

Note: The data in this table is based on 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.

**TABLE 9: TEACHERS WITHOUT CREDENTIALS AND
MISASSIGNMENTS
(CONSIDERED "INEFFECTIVE" UNDER ESSA)**

Permits and Waivers	
2021-22 Number	0
2022-23 Number	1
2023-24 Number	2
Misassignments	
2021-22 Number	0
2022-23 Number	0
2023-24 Number	0
Vacant Positions	
2021-22 Number	0
2022-23 Number	0
2023-24 Number	0
Total Teachers Without Credentials and Misassignments	
2021-22 Number	0
2022-23 Number	1
2023-24 Number	2

**TABLE 10: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD
(CONSIDERED "OUT-OF-FIELD" UNDER ESSA)**

Credentialed Teachers Authorized on a Permit or Waiver	
2021-22 Number	0
2022-23 Number	0
2023-24 Number	0
Local Assignment Options	
2021-22 Number	0
2022-23 Number	0
2023-24 Number	0
Total Out-of-Field Teachers	
2021-22 Number	0
2022-23 Number	0
2023-24 Number	0

[Top of Page](#)

TABLE 11: CLASS ASSIGNMENTS

Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
2021-22 Percent	0
2022-23 Percent	0
2023-24 Percent	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)	
2021-22 Percent	0
2022-23 Percent	0
2023-24 Percent	0

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

[Top of Page](#)

**TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF
TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS
(SCHOOL YEAR 2025-26)**

(MONTH AND YEAR IN WHICH DATA WERE COLLECTED:)

Reading / Language Arts	
Year of Adoption	2023
Lacking Own Assigned	0
Mathematics	
Year of Adoption	2020
Lacking Own Assigned	0
Science	
Year of Adoption	2020
Lacking Own Assigned	0
History-Social Science	
Year of Adoption	2019
Lacking Own Assigned	0
Foreign Language	
Year of Adoption	2021
Lacking Own Assigned	N/A
Health	
Year of Adoption	2021
Lacking Own Assigned	0
Visual and Performing Arts	
Year of Adoption	2024
Lacking Own Assigned	100
Science Laboratory Equipment (Grades 9-12)	
Year of Adoption	N/A
Lacking Own Assigned	N/A

Note: Cells with N/A values do not require data.

[Top of Page](#)

TABLE 13: SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources. Determination of repair status is based on the most recent SARC Inspection. Additional information about the condition of the school facilities may be obtained from the school.

**TABLES 14 / 15: SCHOOL FACILITY GOOD REPAIR STATUS
AND OVERALL RATING**

(YEAR OF MOST RECENT FIT REPORT: MARCH 2025)

Systems: Gas Leaks, Mechanical / HVAC, Sewer	
Repair Status	GOOD
Repair / Action Taken or Planned	
Interior: Interior Surfaces	
Repair Status	GOOD
Repair / Action Taken or Planned	
Cleanliness: Overall Cleanliness, Pest / Vermin Infestation	
Repair Status	GOOD
Repair / Action Taken or Planned	
Electrical: Electrical	
Repair Status	GOOD
Repair / Action Taken or Planned	
Restrooms / Fountains: Restrooms, Sinks / Fountains	
Repair Status	GOOD
Repair / Action Taken or Planned	
Safety: Fire Safety, Hazardous Materials	
Repair Status	GOOD
Repair / Action Taken or Planned	
Structural: Structural Damage, Roofs	
Repair Status	GOOD
Repair / Action Taken or Planned	
External: Playground / School Grounds, Windows / Doors / Gates / Fences	
Repair Status	GOOD
Repair / Action Taken or Planned	
Overall Rating	

Repair Status	EXEMPLARY
Repair / Action Taken or Planned	

[Top of Page](#)

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven
 3. **California Science Test (CAST) and CAA 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.

TABLE 16: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

English Language Arts / Literacy (Grades 3-8 and 11)	
School 2023-24	50
School 2024-25	37
District 2023-24	43
District 2024-25	46
State 2023-24	47
State 2024-25	48
Mathematics (Grades 3-8 and 11)	
School 2023-24	33
School 2024-25	40
District 2023-24	32
District 2024-25	35
State 2023-24	35
State 2024-25	37

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 CAAs divided by the total number of students who participated in both assessments.

TABLE 17 / TABLE 18: CAASPP TEST RESULTS IN ENGLISH LANGUAGE ARTS (ELA) BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT, GRADES THREE THROUGH EIGHT AND GRADE ELEVEN (SCHOOL YEAR 2024-2025)

ELA - GRADE ALL

All Students	
Total Enrollment	135
Number Tested	126
Percent Tested	93.33
Percent Not Tested	6.67
Percent Met or Exceeded	37.30
Female	
Total Enrollment	60
Number Tested	56
Percent Tested	93.33
Percent Not Tested	6.67
Percent Met or Exceeded	37.50
Male	
Total Enrollment	75
Number Tested	70
Percent Tested	93.33
Percent Not Tested	6.67
Percent Met or Exceeded	37.14
American Indian or Alaska Native	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0

Percent Met or Exceeded	0
Asian	
Total Enrollment	11
Number Tested	8
Percent Tested	72.73
Percent Not Tested	27.27
Percent Met or Exceeded	--
Black or African American	
Total Enrollment	15
Number Tested	15
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	20.00
Filipino	
Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Hispanic or Latino	
Total Enrollment	59
Number Tested	59
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	33.90
Native Hawaiian or Pacific Islander	
Total Enrollment	0
Number Tested	0

Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Two or More Races	
Total Enrollment	21
Number Tested	18
Percent Tested	85.71
Percent Not Tested	14.29
Percent Met or Exceeded	50.00
White	
Total Enrollment	27
Number Tested	24
Percent Tested	88.89
Percent Not Tested	11.11
Percent Met or Exceeded	37.50
English Learners	
Total Enrollment	25
Number Tested	17
Percent Tested	68.00
Percent Not Tested	32.00
Percent Met or Exceeded	11.76
Foster Youth	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Homeless	

Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Military	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Socioeconomically Disadvantaged	
Total Enrollment	94
Number Tested	88
Percent Tested	93.62
Percent Not Tested	6.38
Percent Met or Exceeded	31.82
Students Receiving Migrant Education Services	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Students with Disabilities	
Total Enrollment	26
Number Tested	24
Percent Tested	92.31
Percent Not Tested	7.69

Note: 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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

[Top of Page](#)

TABLE 17 / TABLE 18: CAASPP TEST RESULTS IN
MATHEMATICS BY STUDENT GROUP FOR STUDENTS
TAKING AND COMPLETING A STATE-ADMINISTERED
ASSESSMENT, GRADES THREE THROUGH EIGHT AND
GRADE ELEVEN
(SCHOOL YEAR 2024-2025)
MATHEMATICS - GRADE ALL

All Students	
Total Enrollment	135
Number Tested	132
Percent Tested	97.78
Percent Not Tested	2.22
Percent Met or Exceeded	40.15
Female	
Total Enrollment	60
Number Tested	59
Percent Tested	98.33
Percent Not Tested	1.67
Percent Met or Exceeded	38.98
Male	
Total Enrollment	75
Number Tested	73
Percent Tested	97.33
Percent Not Tested	2.67
Percent Met or Exceeded	41.10
American Indian or Alaska Native	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0

Percent Met or Exceeded	0
Asian	
Total Enrollment	11
Number Tested	10
Percent Tested	90.91
Percent Not Tested	9.09
Percent Met or Exceeded	--
Black or African American	
Total Enrollment	15
Number Tested	15
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	26.67
Filipino	
Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Hispanic or Latino	
Total Enrollment	59
Number Tested	58
Percent Tested	98.31
Percent Not Tested	1.69
Percent Met or Exceeded	36.21
Native Hawaiian or Pacific Islander	
Total Enrollment	0
Number Tested	0

Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Two or More Races	
Total Enrollment	21
Number Tested	21
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	47.62
White	
Total Enrollment	27
Number Tested	26
Percent Tested	96.30
Percent Not Tested	3.70
Percent Met or Exceeded	38.46
English Learners	
Total Enrollment	25
Number Tested	24
Percent Tested	96.00
Percent Not Tested	4.00
Percent Met or Exceeded	20.83
Foster Youth	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Homeless	

Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Military	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Socioeconomically Disadvantaged	
Total Enrollment	94
Number Tested	92
Percent Tested	97.87
Percent Not Tested	2.13
Percent Met or Exceeded	33.70
Students Receiving Migrant Education Services	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Students with Disabilities	
Total Enrollment	26
Number Tested	23
Percent Tested	88.46
Percent Not Tested	11.54

Note: 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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

[Top of Page](#)

TABLE 19: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS GRADES FIVE, EIGHT, AND HIGH SCHOOL

Science (Grades 5, 8, and High School)	
School 2023-24	36.96
School 2024-25	23.64
District 2023-24	21.89
District 2024-25	25.47
State 2023-24	30.73
State 2024-25	32.52

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

[Top of Page](#)

TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL (SCHOOL YEAR 2024-2025)

All Students	
Total Enrollment	56
Number Tested	55
Percent Tested	98.21
Percent Not Tested	1.79
Percent Met or Exceeded	23.64
Female	
Total Enrollment	25
Number Tested	25
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	16.00
Male	
Total Enrollment	31
Number Tested	30
Percent Tested	96.77
Percent Not Tested	3.23
Percent Met or Exceeded	30.00
American Indian or Alaska Native	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Asian	
Total Enrollment	--

Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Black or African American	
Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Filipino	
Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--
Hispanic or Latino	
Total Enrollment	30
Number Tested	30
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	23.33
Native Hawaiian or Pacific Islander	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0

Two or More Races

Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--

White

Total Enrollment	12
Number Tested	12
Percent Tested	100.00
Percent Not Tested	0.00
Percent Met or Exceeded	25.00

English Learners

Total Enrollment	--
Number Tested	--
Percent Tested	--
Percent Not Tested	--
Percent Met or Exceeded	--

Foster Youth

Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0

Homeless

Total Enrollment	--
Number Tested	--
Percent Tested	--

Percent Not Tested	--
Percent Met or Exceeded	--
Military	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Socioeconomically Disadvantaged	
Total Enrollment	39
Number Tested	38
Percent Tested	97.44
Percent Not Tested	2.56
Percent Met or Exceeded	21.05
Students Receiving Migrant Education Services	
Total Enrollment	0
Number Tested	0
Percent Tested	0
Percent Not Tested	0
Percent Met or Exceeded	0
Students with Disabilities	
Total Enrollment	13
Number Tested	12
Percent Tested	92.31
Percent Not Tested	7.69
Percent Met or Exceeded	8.33

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

TABLE 24: CALIFORNIA PHYSICAL FITNESS TEST RESULTS
(SCHOOL YEAR 2024-25)

Component 1: Aerobic Capacity	
Grade 5	TBA
Grade 7	TBA
Grade 9	TBA
Component 2: Abdominal Strength and Endurance	
Grade 5	TBA
Grade 7	TBA
Grade 9	TBA
Component 3: Trunk Extensor and Strength and Flexibility	
Grade 5	TBA
Grade 7	TBA
Grade 9	TBA
Component 4: Upper Body Strength and Endurance	
Grade 5	TBA
Grade 7	TBA
Grade 9	TBA
Component 5: Flexibility	
Grade 5	TBA
Grade 7	TBA
Grade 9	TBA

Note: The administration of the PFT requires only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

[Top of Page](#)

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

TABLE 25: OPPORTUNITIES FOR PARENTAL INVOLVEMENT
(SCHOOL YEAR 2024-25)
TO PARTICIPATE WITH ANY OF THE FOLLOWING
OPPORTUNITIES, CONTACT THE SCHOOL PRINCIPAL.

2024-25	
Advisory Council	TBD
Governance Council	TBD
PTA/PTO	TBD
Classroom Volunteer	TBD
Office Volunteer	TBD
Supervision Volunteer	TBD
Fund Raising	TBD
School Beautification	TBD
Other	TBD

TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP
(FOUR-YEAR COHORT RATE)
(SCHOOL YEAR 2024-25)

All Students	
Cumulative Enrollment	380
Chronic Absenteeism Eligible Enrollment	359
Chronic Absenteeism Count	86
Chronic Absenteeism Rate	24.0
Female	
Cumulative Enrollment	164
Chronic Absenteeism Eligible Enrollment	152
Chronic Absenteeism Count	39
Chronic Absenteeism Rate	25.7
Male	
Cumulative Enrollment	216
Chronic Absenteeism Eligible Enrollment	207
Chronic Absenteeism Count	47
Chronic Absenteeism Rate	22.7
Non-Binary	
Cumulative Enrollment	--
Chronic Absenteeism Eligible Enrollment	--
Chronic Absenteeism Count	--
Chronic Absenteeism Rate	--
American Indian or Alaska Native	
Cumulative Enrollment	--
Chronic Absenteeism Eligible Enrollment	--
Chronic Absenteeism Count	--
Chronic Absenteeism Rate	--
Asian	

Cumulative Enrollment	36
Chronic Absenteeism Eligible Enrollment	33
Chronic Absenteeism Count	7
Chronic Absenteeism Rate	21.2
Black or African American	
Cumulative Enrollment	41
Chronic Absenteeism Eligible Enrollment	39
Chronic Absenteeism Count	12
Chronic Absenteeism Rate	30.8
Filipino	
Cumulative Enrollment	--
Chronic Absenteeism Eligible Enrollment	--
Chronic Absenteeism Count	--
Chronic Absenteeism Rate	--
Hispanic or Latino	
Cumulative Enrollment	166
Chronic Absenteeism Eligible Enrollment	158
Chronic Absenteeism Count	42
Chronic Absenteeism Rate	26.6
Native Hawaiian or Pacific Islander	
Cumulative Enrollment	--
Chronic Absenteeism Eligible Enrollment	--
Chronic Absenteeism Count	--
Chronic Absenteeism Rate	--
Two or More Races	
Cumulative Enrollment	18
Chronic Absenteeism Eligible Enrollment	16
Chronic Absenteeism Count	2

Chronic Absenteeism Rate	12.5
White	
Cumulative Enrollment	64
Chronic Absenteeism Eligible Enrollment	61
Chronic Absenteeism Count	15
Chronic Absenteeism Rate	24.6
English Learners	
Cumulative Enrollment	88
Chronic Absenteeism Eligible Enrollment	84
Chronic Absenteeism Count	26
Chronic Absenteeism Rate	31.0
Foster Youth	
Cumulative Enrollment	--
Chronic Absenteeism Eligible Enrollment	--
Chronic Absenteeism Count	--
Chronic Absenteeism Rate	--
Homeless	
Cumulative Enrollment	15
Chronic Absenteeism Eligible Enrollment	14
Chronic Absenteeism Count	7
Chronic Absenteeism Rate	50.0
Socioeconomically Disadvantaged	
Cumulative Enrollment	265
Chronic Absenteeism Eligible Enrollment	252
Chronic Absenteeism Count	67
Chronic Absenteeism Rate	26.6
Students Receiving Migrant Education Services	
Cumulative Enrollment	--

Chronic Absenteeism Eligible Enrollment	--
Chronic Absenteeism Count	--
Chronic Absenteeism Rate	--
Students with Disabilities	
Cumulative Enrollment	101
Chronic Absenteeism Eligible Enrollment	98
Chronic Absenteeism Count	16
Chronic Absenteeism Rate	16.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

[Top of Page](#)

State Priority: School Climate

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

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

TABLE 29: SUSPENSIONS AND EXPULSIONS

Suspensions	
School 2022-23	0.28
School 2023-24	0.27
School 2024-25	0.26
District 2022-23	0.55
District 2023-24	0.6
District 2024-25	0.51
State 2022-23	3.6
State 2023-24	3.28
State 2024-25	2.94
Expulsions	
School 2022-23	0
School 2023-24	0
School 2024-25	0
District 2022-23	0.02
District 2023-24	0.02
District 2024-25	0.02
State 2022-23	0.08
State 2023-24	0.07
State 2024-25	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP (SCHOOL YEAR 2024-25)

All Students	
Suspensions Rate	0.26
Expulsions Rate	0.00
Female	
Suspensions Rate	0.00
Expulsions Rate	0.00
Male	
Suspensions Rate	0.46
Expulsions Rate	0.00
Non-Binary	
Suspensions Rate	0.00
Expulsions Rate	0.00
American Indian or Alaska Native	
Suspensions Rate	0.00
Expulsions Rate	0.00
Asian	
Suspensions Rate	0.00
Expulsions Rate	0.00
Black or African American	
Suspensions Rate	0.00
Expulsions Rate	0.00
Filipino	
Suspensions Rate	0.00
Expulsions Rate	0.00
Hispanic or Latino	
Suspensions Rate	0.60

Expulsions Rate	0.00
Native Hawaiian or Pacific Islander	
Suspensions Rate	0.00
Expulsions Rate	0.00
Two or More Races	
Suspensions Rate	0.00
Expulsions Rate	0.00
White	
Suspensions Rate	0.00
Expulsions Rate	0.00
English Learners	
Suspensions Rate	0.00
Expulsions Rate	0.00
Foster Youth	
Suspensions Rate	0.00
Expulsions Rate	0.00
Homeless	
Suspensions Rate	0.00
Expulsions Rate	0.00
Socioeconomically Disadvantaged	
Suspensions Rate	0.38
Expulsions Rate	0.00
Students Receiving Migrant Education Services	
Suspensions Rate	0.00
Expulsions Rate	0.00
Students with Disabilities	
Suspensions Rate	0.99
Expulsions Rate	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

[Top of Page](#)

TABLE 31: SCHOOL SAFETY PLAN (SCHOOL YEAR 2025-26)

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	
Date Revised	
Date Reviewed with Staff	
Volume 1 Prevention Programs	
Date Revised	09/29/2025
Date Reviewed with Staff	09/29/2025

[Top of Page](#)

D. Other SARC Information

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

**TABLE 32: AVERAGE CLASS SIZE AND CLASS SIZE
DISTRIBUTION (ELEMENTARY)
(SCHOOL YEAR 2022-23)**

K	
2022-23 Avg. Class Size	10
1-20	8
21-32	0
33+	0
1	
2022-23 Avg. Class Size	13
1-20	2
21-32	2
33+	0
2	
2022-23 Avg. Class Size	10
1-20	4
21-32	0
33+	0
3	
2022-23 Avg. Class Size	13
1-20	2
21-32	0
33+	0
4	
2022-23 Avg. Class Size	16
1-20	1
21-32	2
33+	0
5	

2022-23 Avg. Class Size	15
1-20	2
21-32	1
33+	0
6	
2022-23 Avg. Class Size	0
1-20	0
21-32	0
33+	0
Other**	
2022-23 Avg. Class Size	21
1-20	0
21-32	1
33+	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**TABLE 33: AVERAGE CLASS SIZE AND CLASS SIZE
DISTRIBUTION (ELEMENTARY)
(SCHOOL YEAR 2023-24)**

K	
2023-24 Avg. Class Size	13
1-20	3
21-32	1
33+	0
1	
2023-24 Avg. Class Size	11
1-20	5
21-32	0
33+	0
2	
2023-24 Avg. Class Size	12
1-20	3
21-32	1
33+	0
3	
2023-24 Avg. Class Size	11
1-20	2
21-32	1
33+	0
4	
2023-24 Avg. Class Size	16
1-20	2
21-32	1
33+	0
5	

2023-24 Avg. Class Size	15
1-20	3
21-32	0
33+	0
6	
2023-24 Avg. Class Size	0
1-20	0
21-32	0
33+	0
Other**	
2023-24 Avg. Class Size	0
1-20	0
21-32	0
33+	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

TABLE 34: AVERAGE CLASS SIZE AND CLASS SIZE
DISTRIBUTION (ELEMENTARY)
(SCHOOL YEAR 2024-2025)

K	
2024-2025 Avg. Class Size	14
1-20	2
21-32	2
33+	
1	
2024-2025 Avg. Class Size	13
1-20	2
21-32	2
33+	
2	
2024-2025 Avg. Class Size	12
1-20	4
21-32	
33+	
3	
2024-2025 Avg. Class Size	15
1-20	2
21-32	1
33+	
4	
2024-2025 Avg. Class Size	10
1-20	2
21-32	1
33+	
5	

2024-2025 Avg. Class Size	18
1-20	1
21-32	2
33+	
6	
2024-2025 Avg. Class Size	
1-20	
21-32	
33+	
Other**	
2024-2025 Avg. Class Size	
1-20	
21-32	
33+	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**TABLE 35: AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)
(SCHOOL YEAR 2022-23)**

English Language Arts	
2022-23 Avg. Class Size	
1-22	
23-32	
33+	
Mathematics	
2022-23 Avg. Class Size	
1-22	
23-32	
33+	
Science	
2022-23 Avg. Class Size	
1-22	
23-32	
33+	
Social Science	
2022-23 Avg. Class Size	
1-22	
23-32	
33+	

* 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.

**TABLE 36: AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)
(SCHOOL YEAR 2023-24)**

English Language Arts	
2023-24 Avg. Class Size	
1-22	
23-32	
33+	
Mathematics	
2023-24 Avg. Class Size	
1-22	
23-32	
33+	
Science	
2023-24 Avg. Class Size	
1-22	
23-32	
33+	
Social Science	
2023-24 Avg. Class Size	
1-22	
23-32	
33+	

* 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.

**TABLE 37: AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)
(SCHOOL YEAR)**

English Language Arts
2024-2025 Avg. Class Size
1-22
23-32
33+
Mathematics
2024-2025 Avg. Class Size
1-22
23-32
33+
Science
2024-2025 Avg. Class Size
1-22
23-32
33+
Social Science
2024-2025 Avg. Class Size
1-22
23-32
33+

* 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.

TABLE 38: RATIO OF ACADEMIC COUNSELORS TO PUPILS
(SCHOOL YEAR 2024-25)

Title	Pupils to Academic Counselor*
Ratio	0

* 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.

[Top of Page](#)

TABLE 39: STUDENT SUPPORT SERVICES STAFF (SCHOOL
YEAR 2024-25)

Counselor (Academic, Social / Behavioral or Career Development)
of FTE Assigned to School
Library Media Teacher (Librarian)
of FTE Assigned to School
Library Media Services Staff (Paraprofessional)
of FTE Assigned to School
Psychologist
of FTE Assigned to School
Social Worker
of FTE Assigned to School
Nurse
of FTE Assigned to School
Speech / Language / Hearing Specialist
of FTE Assigned to School
Resource Specialist (non-teaching)
of FTE Assigned to School
Other**
5

* 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.

** "Other" category is for all other student support services staff positions not listed.

[Top of Page](#)

**TABLE 40: EXPENDITURES PER PUPIL AND SCHOOL SITE
TEACHER SALARIES
(FISCAL YEAR 2023-24)**

School Site	
Total Expenditures Per Pupil	\$26,072
Restricted	\$14,296
Unrestricted	\$11,776
Average Teacher Salary	
District	
Total Expenditures Per Pupil	N/A
Restricted	N/A
Unrestricted	\$12,748
Average Teacher Salary	
Percent Difference - School Site and District	
Total Expenditures Per Pupil	N/A
Restricted	N/A
Unrestricted	-8%
Average Teacher Salary	
State	
Total Expenditures Per Pupil	N/A
Restricted	N/A
Unrestricted	\$11,146
Average Teacher Salary	
Percent Difference - School Site and State	
Total Expenditures Per Pupil	N/A
Restricted	N/A
Unrestricted	6%
Average Teacher Salary	

Note: Cells with N/A values do not require data.

[Top of Page](#)

TABLE 41: TYPES OF SERVICES FUNDED (FISCAL YEAR 2024-25)

This section provides information about the programs and supplemental services that are available at the school and funded through categorical sources.

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Title I funds are distributed to schools with a minimum of 50% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students, including immigrant children and youth, achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, principals, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners. Each local district determines how funds are distributed to school sites based on locally determined needs. Funds may be used to provide EL instructional coaches and professional development services.

2024-25	
Title I	X
Title III	

[Top of Page](#)

**TABLE 42: TEACHER AND ADMINISTRATIVE SALARIES
(FISCAL YEAR 2024-25)**

Beginning Teacher Salary	
District Amount	\$56,130
State Average For Districts	\$60,863
Mid-Range Teacher Salary	
District Amount	\$89,655
State Average For Districts	\$93,575
Highest Teacher Salary	
District Amount	\$111,314
State Average For Districts	\$125,548
Average Principal Salary (Elementary)	
District Amount	\$130,917
State Average For Districts	\$157,645
Average Principal Salary (Middle)	
District Amount	\$143,032
State Average For Districts	\$165,341
Average Principal Salary (High)	
District Amount	\$145,310
State Average For Districts	\$182,580
Superintendent Salary	
District Amount	\$440,000
State Average For Districts	\$357,064
Percent of Budget for Teacher Salaries	
District Amount	24.53
State Average For Districts	30.36
Percent of Budget for Administrative Salaries	
District Amount	4.94

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs>.

[Top of Page](#)

TABLE 44: PROFESSIONAL DEVELOPMENT

The 2023-24 school year professional development was designed to deepen the knowledge of teachers and school leaders of priority District-wide initiatives as identified through data analysis and input from schools. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, Standard English Learners, and foster youth.

District-wide professional development included:

- An introduction to the English Learner/Standard English Learner Master Plan that outlines supports for these student groups
- The District's next steps in implementing dual language programs as well as the state English Language Development standards
- Training focused on increasing the capacity of school-site personnel to identify and support foster youth in order to improve the success of these students including meeting the requirements for AB329 to ensure that foster care youth are guaranteed to receive sexual health and HIV prevention education
- All elementary schools received training on the new Learning Management System (LMS) and online gradebook that aligns with the implementation of the standards-based student progress report
- Administrators and educators at all levels were offered face-to-face and virtual training sessions to learn about the LMS and online gradebook
- The Academic English Mastery Program (AEMP) has provided districtwide professional develop to teachers, administrators and families around Culturally and Linguistically Responsive practices. Professional development sessions were held during fall/winter/spring institutes across local districts
- School Safety
- The Access, Equity and Acceleration Unit has facilitated professional development for stakeholders at each local district and provided online professional development modules through MyPLN. Trainings are aimed at providing an overview of the MTSS framework and to support implementation at school sites
- Training for all school site personnel on the characteristics of dyslexia, how to identify systems to support students with dyslexia, and an exploration of dyslexia resources available in L.A. Unified

In addition, professional development that focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, visual performing arts, health, physical education, other content subjects and literacy in history/social studies, science, and technical subjects. The professional development has built upon the phases of implementation of the standards, the Professional Learning and Leadership Development initiatives incorporating the Teaching and Learning and School Leadership frameworks, and targeted instruction for student groups.

The primary focus of professional development within the District continues to be focused on effective first instruction. and tiered support for all students. Specific focus areas have been on the delivery of literacy and language instruction that ensures that all students read, write, speak and listen effectively, accurately, and fluently by the end of second grade; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all

educators to make the instructional changes needed for all students to be college-prepared and career-ready.

Time Contractually Allotted for Professional Development for Teachers*

E L E M E N T A R Y S C H O O L S

Number of school days dedicated to Staff Development and Continuous Improvement	
2023-24	39* **
2024-25	39* **
2024-25	36

S E C O N D A R Y S C H O O L S

Number of school days dedicated to Staff Development and Continuous Improvement	
2023-24	39* **
2024-25	39* **
2024-25	36

E L E M E N T A R Y S C H O O L S

2024-25	
Banked Time	26
Pupil Free	6
2023-24	
Banked Time	26
Pupil Free	6
2022-23	
Banked Time	26
Pupil Free	6

SECONDARY SCHOOLS

2024-25	
Banked Time	21
Pupil Free	6
2023-24	
Banked Time	21
Pupil Free	6
2022-23	
Banked Time	21
Pupil Free	6

Note: Schools often provided additional professional development time based on specific school-site scheduling and budgetary decisions.

* These include partial days.

** Per LAUSD/UTLA agreement all Tuesdays throughout the school year are Banked Time Tuesdays.