

**Lashon Academy**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

<b>Address:</b>	7477 Kester Ave. Van Nuys, CA , 91405-1722	<b>Principal:</b>	Ryan McMorran, Principal
<b>Phone:</b>	(818) 514-4566	<b>Grade Span:</b>	TK-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 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/>.

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# About This School

## Ryan McMorran, Principal

📍 Principal, Lashon Academy

### Contact

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Lashon Academy  
7477 Kester Ave.  
Van Nuys, CA 91405-1722

Phone: [\(818\) 514-4566](tel:(818)514-4566)

Email: [rmcmorran@lashonacademy.org](mailto:rmcmorran@lashonacademy.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Duardo, Debra
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">www.lacoed.edu</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Lashon Academy
<b>Street</b>	7477 Kester Ave.
<b>City, State, Zip</b>	Van Nuys, CA , 91405-1722
<b>Phone Number</b>	(818) 514-4566
<b>Principal</b>	Ryan McMorran, Principal
<b>Email Address</b>	<a href="mailto:rmcmorran@lashonacademy.org">rmcmorran@lashonacademy.org</a>
<b>Website</b>	<a href="http://lashonacademy.org">http://lashonacademy.org</a>
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	19101990128025

## School Description and Mission Statement (School Year 2025–26)

The Lashon Academy mission is to prepare culturally diverse TK-8 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research based instructional approaches in a multilingual and service-learning integrated environment.

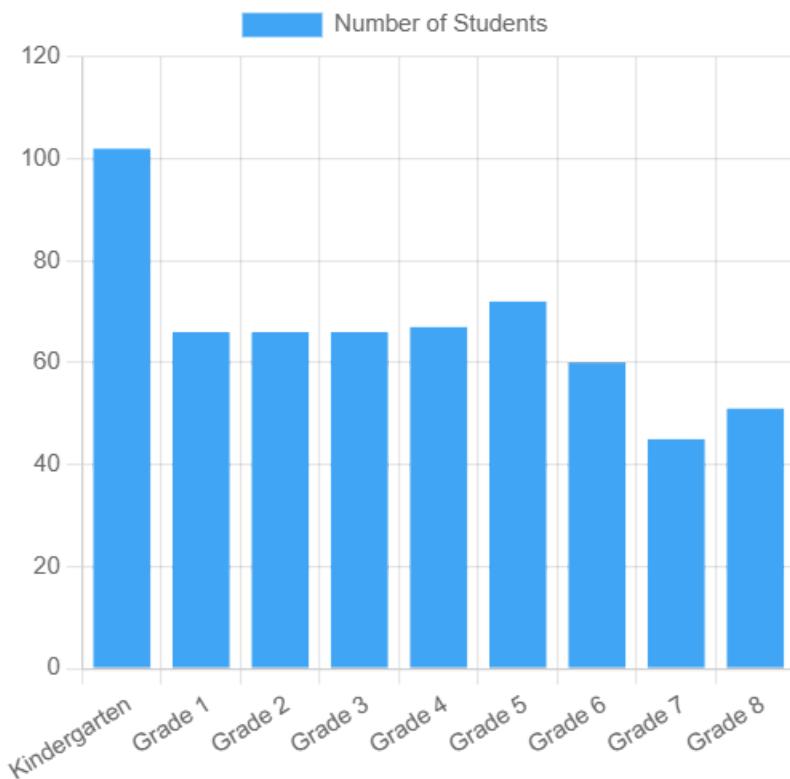
The Lashon Academy vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- That education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community.
- That all children can achieve.
- The development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and
- That the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

## Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	102
Grade 1	66
Grade 2	66
Grade 3	66
Grade 4	67
Grade 5	72
Grade 6	60
Grade 7	45
Grade 8	51
Total Enrollment	595



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.70%	English Learners	30.60%
Male	51.30%	Foster Youth	0.30%
Non-Binary	0.00%	Homeless	2.90%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	1.50%	Socioeconomically Disadvantaged	86.20%
Black or African American	2.20%	Students with Disabilities	10.80%
Filipino	2.50%		
Hispanic or Latino	60.00%		
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	2.00%		
White	31.40%		

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Preparation and Placement (School Year 2021–22)

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)	26.80	93.07%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	6.93%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>28.80</b>	<b>100.00%</b>	<b>567.10</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

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)	18.80	72.91%	308.40	61.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.00	7.74%	30.90	6.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	15.48%	84.10	16.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.87%	64.10	12.80%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	13.60	2.71%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>25.80</b>	<b>100.00%</b>	<b>501.20</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2023–24)

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)	19.80	66.49%	282.20	60.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.00	6.70%	26.70	5.75%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	6.67%	64.30	13.85%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.90	16.72%	63.10	13.60%	12112.80	4.34%
Unknown/Incomplete/NA	0.90	3.32%	28.00	6.03%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>29.80</b>	<b>100.00%</b>	<b>464.40</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments

(considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	3	1.90
Misassignments	0.00	1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	4	1.90

## Credentialed Teachers Assigned Out-of-Field

(considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	3.90
Local Assignment Options	0.00	0	1.00
Total Out-of-Field Teachers	0.00	1	4.90

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	19.5%	0.00%
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%	11.10%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic (TK), CKLA (K-5th), Wit and Wisdom (6th-8th)/Yes	0
Mathematics	Scholastic (TK), Holt McDougal Into Math (K-8th)/Yes	0
Science	Studies Weekly(TK-5th)/TCI Science (6th-8th)/Yes	0
History-Social Science	Project Based Learning (Studies Weekly TK-5th)/TCI History (6th-8th)/Yes	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## **School Facility Conditions and Planned Improvements**

Lashon Academy takes great efforts to ensure the school facility is clean, safe, and functional. As a prop 39 co-located campus we follow all inspections, surveys, maintenance, and repairs per Los Angeles Unified School District. The results of all facility inspections are available at the school office. The school has ample classroom space, use of multipurpose rooms, and administrative offices in order to provide for the most effective learning environment.

Lashon Academy works in conjunction with LAUSD maintenance staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works daily with the custodial staff to develop cleaning schedules to ensure that students are provided with a clean, safe, and functional learning environment.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Provide ADA compliant restrooms. Charter is working with district to resolve this item.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Good
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## 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 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	60%	58%	44%	45%	47%	48%
Mathematics (grades 3-8 and 11)	50%	41%	28%	28%	35%	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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	351	351	100.00%	0.00%	57.55%
Female	159	159	100.00%	0.00%	59.75%
Male	192	192	100.00%	0.00%	55.73%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	201	201	100.00%	0.00%	49.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	124	124	100.00%	0.00%	65.32%
English Learners	90	90	100.00%	0.00%	27.78%
Foster Youth	0	0	0%	0%	0%
Homeless	11	11	100.00%	0.00%	45.45%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	311	311	100.00%	0.00%	56.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	37	100.00%	0.00%	35.14%

Note: ELA 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: 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.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	351	350	99.72%	0.28%	41.43%
Female	159	158	99.37%	0.63%	34.81%
Male	192	192	100.00%	0.00%	46.88%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	201	200	99.50%	0.50%	30.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	124	124	100.00%	0.00%	54.03%
English Learners	90	90	100.00%	0.00%	21.11%
Foster Youth	0	0	0%	0%	0%
Homeless	11	11	100.00%	0.00%	36.36%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	311	310	99.68%	0.32%	39.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	37	100.00%	0.00%	29.73%

Note: 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: 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.

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight and High School**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	39.62%	39.83%	34.16%	33.61%	30.73%	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 assessment.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	118	100.00%	0.00%	40.00%
Female	55	55	100.00%	0.00%	18.18%
Male	63	63	100.00%	0.00%	58.73%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00%	0.00%	26.66%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	52	52	100.00%	0.00%	50.00%
English Learners	21	21	100.00%	0.00%	4.76%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	107	107	100.00%	0.00%	38.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	28.58%

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.

## **Career Technical Education (CTE) Programs (School Year 2024–25)**

N/A

### **Career Technical Education (CTE) Participation (School Year 2024–25)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

**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

**California Physical Fitness Test Results (School Year 2024–25)**

**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	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2025–26)

Lashon Academy encourages effective family engagement through parent workshops, school wide communication, parent showcase events, and parent conferences. Our lead teachers, school counselor, and school administration offer workshops on social-emotional topics, academics, parenting, language acquisition, and preventative measures on topics such as bullying to raise awareness with parents. The school also holds various meetings including DELAC and SSC both in person and via live-streaming to allow for those parents who are unable to physically attend access the meeting content. In addition to numerous parent committees, the school has a very active PTO and encourages all parents to volunteer whenever possible. We encourage all parents to get more information from our school office regarding all the ways to stay engaged.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

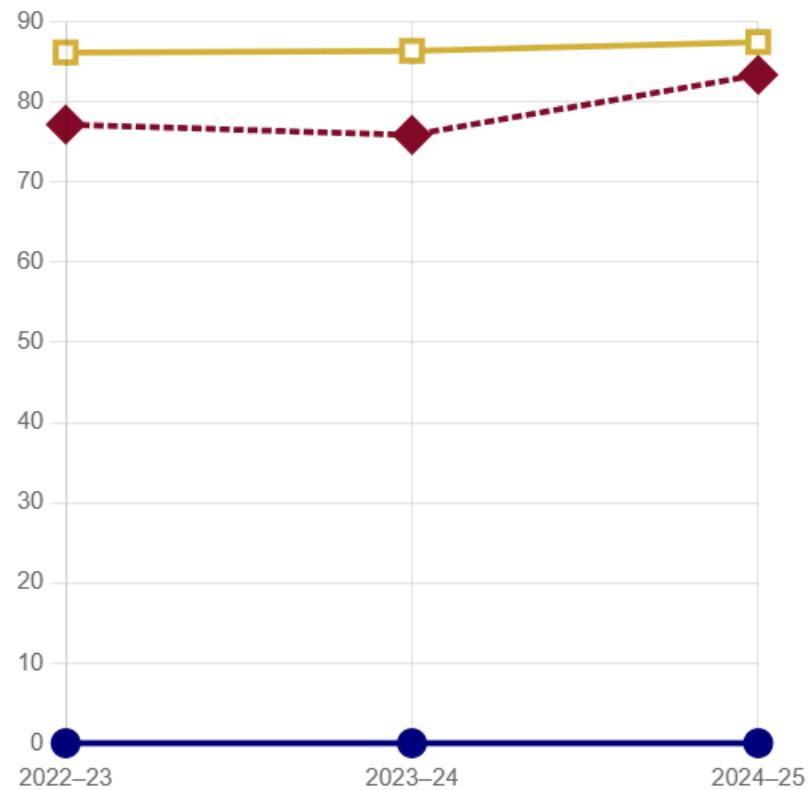
## Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				77.2%	75.9%	83.4%	86.2%	86.4%	87.5%
Dropout Rate				13.8%	14.4%	7.3%	8.2%	8.9%	8.0%

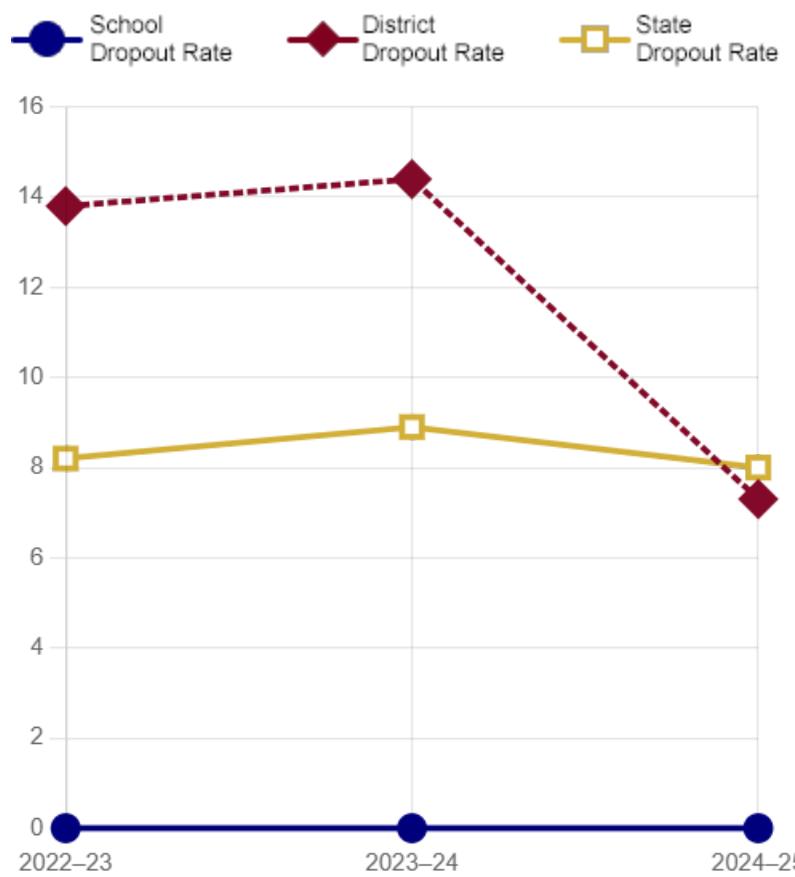
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Graduation Rates

● School Graduation Rate  
 ◆ District Graduation Rate  
 □ State Graduation Rate



## Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	597	29	4.9%
Female	297	291	14	4.8%
Male	311	306	15	4.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	13	0	0.0%
Filipino	16	15	0	0.0%
Hispanic or Latino	359	357	23	6.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	0	0.0%
White	196	189	6	3.2%
English Learners	192	188	12	6.4%
Foster Youth	--	--	--	--
Homeless	17	16	3	18.8%
Socioeconomically Disadvantaged	524	519	26	5.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	3	4.1%

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: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.00%	5.74%	6.26%	6.49%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.05%	0.08%	0.07%	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.

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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.

## School Safety Plan (School Year 2025–26)

Lashon Academy makes every effort to provide a safe, clean environment for learning. Emergency drills are routinely held for disaster preparedness for our students and staff. As required by California Education Code (CED), Section 35294, the school's Safe School Plan was revised and reviewed with staff and student representatives at yearly SSC/DELAC and parent meetings. Additionally, a monthly log of all disaster drills is kept in the school office.

## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1- 20	Number of Classes* 21- 32	Number of Classes* 33+
K	24.00	0	3	0
1	22.00	0	3	0
2	22.00	1	2	0
3	23.00	0	3	0
4	26.00	0	3	0
5	28.00	0	2	0
6	28.00	0	8	0
Other**	16.00	3	0	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.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-	Number of Classes* 21-	Number of Classes*
		20	32	33+
K	23.00	1	3	0
1	22.00	0	3	0
2	21.00	1	2	0
3	23.00	0	3	0
4	25.00	0	3	0
5	24.00	0	3	0
6	24.00	0	16	0
Other**	12.00	5	0	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.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-	Number of Classes* 21-	Number of Classes*
		20	32	33+
K	20.00	3	2	0
1	22.00	1	2	0
2	22.00	0	3	0
3	22.00	0	3	0
4	22.00	0	3	0
5	24.00	0	3	0
6	30.00	0	16	0
Other**	16.00	3	1	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	2	1	0
Mathematics	21.00	2	1	0
Science	21.00	2	1	0
Social Science	21.00	2	1	0

\* 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 and Class Size Distribution (Secondary) (School Year 2023–24)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	2	2	0
Mathematics	22.00	2	2	0
Science	22.00	2	2	0
Social Science	22.00	2	2	0

\* 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 and Class Size Distribution (Secondary) (School Year 2024–25)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	1	3	0
Mathematics	24.00	1	3	0
Science	24.00	1	3	0
Social Science	24.00	1	3	0

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

Title	Ratio
Pupils to Academic Counselor*	595

\* 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.

**Student Support Services Staff (School Year 2024–25)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	0.00

\* 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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14748.00	\$6562.00	\$8186.00	\$67553.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

### Types of Services Funded (Fiscal Year 2024–25)

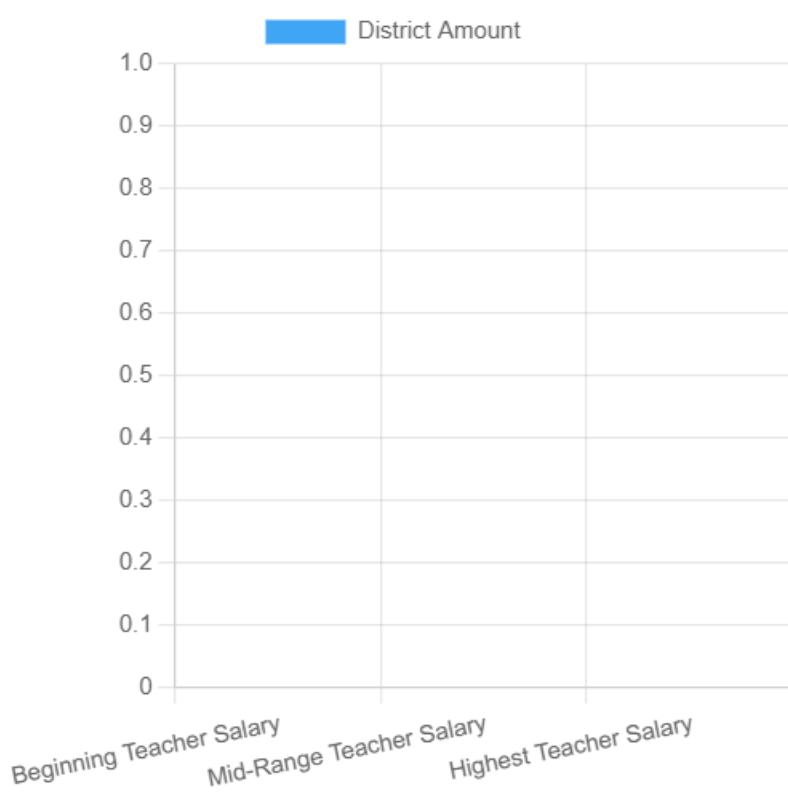
Title I funds are used to support effective, research-based educational strategies for students not meeting the state's challenging academic achievement standards. Lashon Academy uses these resources for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk.

Title III funds are allocated to increase the English Proficiency of Limited English Proficient students by providing high quality language instruction educational programs. Lashon Academy uses these funds to provide high quality professional development to teachers, principals, administrators and other school and community-based personnel, provide EL coaching and professional development services to all staff, purchase language intervention programs for student use, and support curriculum as needed.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



**Advanced Placement (AP) Courses (School Year 2024–25)****Percent of Students in AP Courses 0 %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

**Professional Development**

<b>Measure</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20