

Piute Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

School Name	Piute Middle School
Street	425 East Avenue H-11
City, State, Zip	Lancaster, CA, 93535-1800
Phone Number	661-942-9508
Principal	Joseph Lomonaco
Email Address	lomonacoj@lancsd.org
School Website	https://www.lancsd.org/PI
Grade Span	6-8
County-District-School (CDS) Code	19646676014740

2024-25 District Contact Information

District Name	Lancaster School District
Phone Number	(661) 948-4661
Superintendent	Dr. Paul Marietti
Email Address	superintendent@lancsd.org
District Website	www.lancsd.org

2024-25 School Description and Mission Statement

School Description

By providing an equity-driven education based on the Common Core State Standards, promoting personal development, and offering a safe and encouraging environment, Piute Middle School prepares students to work cooperatively, think critically, and problem-solve. Piute Middle is a public school located in Lancaster, CA, which is in a large suburb setting. The student population of Piute Middle is 725 and the school serves 6-8. At Piute Middle, 4% of students scored at or above the proficient level for math, and 6% scored at or above that level for reading.

2024-25 School Description and Mission Statement

The school's minority student enrollment is 95%. The student-teacher ratio is 17:1. The student population is made up of 48% female students and 52% male students. The school enrolls 92.2% economically disadvantaged students. There are 42 equivalent full-time teachers, 2 full-time school counselors, 2 Psychologists and one Social Worker.

Mission Statement

Piute's mission is to close the opportunity gap by preparing all students for college and career readiness by insisting on rigor and cultivating relationships with students, staff and community.

What makes Piute Middle School unique?

Piute students show their Warrior PRIDE daily by being Prepared, Responsible, having Integrity, being Diligent, and being Empowered. They leave Piute ready to succeed in future endeavors in their career choice and college. The whole child is supported and we have a foster liaison, psychologist, and counselor here to support our student's SEL needs. A robust music program, an active sports program, STEM program. An animation class. Honors opportunities classes. Leadership classes. College campus visits through AVID. Minga' our PBIS currency as well as communicate with students and our hall pass system.

Curriculum

The school offers an equity-driven education based on the Common Core State Standards.

Programs

Piute Middle School has a robust music program, an active sports program, AVID, STEM, Animation, honors English & Math classes, and leadership and other elective classes.

Support system

The school has a foster liaison, psychologist, and counselors to support students' social-emotional needs

Student values

Piute students show their Warrior PRIDE daily by being Prepared, Responsible, having Integrity, being Diligent, and being Empowered

Schools Goals SPSA

What are the school's goals, as expressed in the single-school plan?

- Focus on ELD students to get reclassified.
- Small group instruction
- Teacher clarity
- MTSS
- Professional development for teachers and staff
- Consulting service providers coaching
- 2023 School Accountability Report
- New teacher supports
- PLCs
- SIPPS
- Parent Engagement

Progress Indicators

- CFAs including Iready content mastery.
- Iready diagnostic three times a year for overall progress.
- SIPPs
- ELPAC
- IABs.
- State testing CAASPP
- Writing Assessments

How often are the progress indicators monitored

- The Key Indicators are monitored monthly with/through the Instructional Leadership Team
- Youth Truth Survey

What school wide programs exist At Piute Middle School

- MTSS which includes, PBIS tier I and tier II teams

2024-25 School Description and Mission Statement

- CKH,
- Instructional leadership team
- Teacher Clarity
- AVID
- PLC
- SIPPS
- GATE

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	163
Grade 7	304
Grade 8	300
Total Enrollment	767

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	1.8
Asian	1.2
Black or African American	31.3
Filipino	0.7
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.5
White	33
English Learners	16
Foster Youth	3.1
Homeless	4.3
Migrant	0.1
Socioeconomically Disadvantaged	92.2
Students with Disabilities	20.7

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	57.14	521.20	78.33	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	6.49	29.70	4.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	9.34	42.70	6.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.20	17.50	23.60	3.55	12115.80	4.41
Unknown/Incomplete/NA	4.40	9.49	48.10	7.23	18854.30	6.86
Total Teaching Positions	47.30	100.00	665.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.80	69.28	485.00	76.90	234405.20	84.00
Intern Credential Holders Properly Assigned	3.60	8.22	47.70	7.57	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	6.22	41.30	6.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	8.97	18.00	2.87	11953.10	4.28
Unknown/Incomplete/NA	3.20	7.24	38.50	6.11	15831.90	5.67
Total Teaching Positions	44.50	100.00	630.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.70	60.74	494.30	76.27	231142.40	83.24
Intern Credential Holders Properly Assigned	3.40	7.77	36.30	5.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.20	20.98	71.50	11.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.95	6.10	0.95	11746.90	4.23
Unknown/Incomplete/NA	4.10	9.48	39.70	6.13	14303.80	5.15
Total Teaching Positions	43.90	100.00	648.00	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.80	0.90	2.1
Misassignments	1.50	1.70	7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.40	2.70	9.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00	0
Local Assignment Options	7.20	3.90	0.4
Total Out-of-Field Teachers	8.20	3.90	0.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	1.4	22.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.60	1	2.3

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All adopted textbooks and/or replacement textbooks are in fair to new condition

Year and month in which the data were collected

August, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education 6 - 8 StudySync (adopted 2017, adoption ends June 2025)	Yes	0%
Mathematics	McGraw Hill Education 6 - 8 California Math (adopted 2016, adoption ended June 2024)	Yes	0%
Science	Amplify Science <ul style="list-style-type: none"> 7-8 (adopted spring 2020) 	Yes	0%
History-Social Science	McGraw Hill Education <ul style="list-style-type: none"> Impact (adopted spring 2019) Impacto (for DLI, adopted spring 2019) 	Yes	0%
Foreign Language	Holt McDougal <ul style="list-style-type: none"> Aveancemos! (adopted 2013, new adoption coming 2025) 		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the Los Angeles County Office of Education. The results of this survey are available at the school office or at the district office.

Maintenance and Repair

District maintenance staff ensures 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.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2023-24 school year, the district has budgeted \$2,683,000. for deferred maintenance projects.

Year and month of the most recent FIT report

9/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New Construction Projects: A new HVAC system was installed over the locker rooms during summer break of 2024.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	10	10	23	23	46	47
Mathematics (grades 3-8 and 11)	4	4	13	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	771	99.23	0.77	9.99
Female	374	370	98.93	1.07	12.16
Male	403	401	99.50	0.50	7.98
American Indian or Alaska Native	14	14	100.00	0.00	14.29
Asian	--	--	--	--	--
Black or African American	242	238	98.35	1.65	6.30
Filipino	--	--	--	--	--
Hispanic or Latino	217	216	99.54	0.46	8.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	7.41
White	261	260	99.62	0.38	13.85
English Learners	105	105	100.00	0.00	0.00
Foster Youth	27	27	100.00	0.00	3.70
Homeless	40	39	97.50	2.50	0.00
Military	27	27	100.00	0.00	14.81
Socioeconomically Disadvantaged	730	725	99.32	0.68	9.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	164	163	99.39	0.61	1.84

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	780	773	99.10	0.90	4.15
Female	377	372	98.67	1.33	2.96
Male	403	401	99.50	0.50	5.25
American Indian or Alaska Native	14	14	100.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	244	240	98.36	1.64	1.25
Filipino	--	--	--	--	--
Hispanic or Latino	217	216	99.54	0.46	6.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	3.70
White	261	260	99.62	0.38	4.63
English Learners	105	105	100.00	0.00	1.90
Foster Youth	29	28	96.55	3.45	3.57
Homeless	40	39	97.50	2.50	0.00
Military	27	27	100.00	0.00	0.00
Socioeconomically Disadvantaged	733	727	99.18	0.82	3.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	165	164	99.39	0.61	2.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	4.58	5.19	12.79	12.24	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	308	99.04	0.96	5.19
Female	157	156	99.36	0.64	5.13
Male	154	152	98.70	1.30	5.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	97	97	100.00	0.00	1.03
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	6.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	128	127	99.22	0.78	5.51
English Learners	36	36	100.00	0.00	0.00
Foster Youth	12	11	91.67	8.33	0.00
Homeless	11	11	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	292	289	98.97	1.03	5.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	64	100.00	0.00	1.56

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	89%	90%	89%	90%	90%

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.

2024-25 Opportunities for Parental Involvement
<ul style="list-style-type: none">• Parenting Partners• Pan Dulce with the parents• AAAC• ELAC• SSC• PALS that involves a 20 hour commitment and the parent will receive a \$500 gift card• Calm & Kind Workshop• Family Meals Challenge• SEL Winter Workshop/Activity• New Beginnings and Goal Planning Session in January• Holiday Food Drive sponsored by the Dream Center• Importance of Parent Volunteer Workshop• Black History Month Awareness• AVPH Collaboration Family Resources• Career Day for Parents• Hunger Action for Families

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	904	857	391	45.6
Female	433	410	189	46.1
Male	471	447	202	45.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	15	5	33.3
Asian	--	--	--	--
Black or African American	299	282	154	54.6
Filipino	--	--	--	--
Hispanic or Latino	260	241	103	42.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	31	15	48.4
White	280	272	107	39.3
English Learners	152	146	51	34.9
Foster Youth	46	40	18	45.0
Homeless	61	47	25	53.2
Socioeconomically Disadvantaged	853	806	370	45.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	184	177	94	53.1

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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.17	15.7	15.04	5.31	6.55	6.58	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.22	0.68	0.11	0.05	0.09	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.04	0.11
Female	14.09	0.00
Male	15.92	0.21
Non-Binary	0.00	0.00
American Indian or Alaska Native	13.33	0.00
Asian	0.00	0.00
Black or African American	27.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	18.18	0.00
White	8.21	0.36
English Learners	8.55	0.00
Foster Youth	28.26	0.00
Homeless	14.75	0.00
Socioeconomically Disadvantaged	15.47	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.00	0.54

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.

2024-25 School Safety Plan

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

2024-25 School Safety Plan

- Child abuse reporting procedures
- Current status of school crime
- Disaster and emergency procedures
- Incident Command System (ICS) responsibilities
- Teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Discrimination policy
- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime
- Emergency response procedures
- Health and Illness Prevention
- Bullying prevention, programs, and reporting procedures
- Suicide prevention policy and programs
- Threat assessment procedures
- Visitor policies and procedures
- School rules
- Equipment and supplies
- Sudden Cardia Arrest response procedures
- Web based safety program (Catapult)
- Communication systems

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	58	4	
Mathematics	18	30	18	1
Science	20	17	7	
Social Science	18	19	7	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	23	12	
Mathematics	20	17	14	
Science	25	2	19	
Social Science	23	10	13	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	39	15	1
Mathematics	24	8	17	3
Science	25	6	14	2
Social Science	24	8	15	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	383.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$104,370	\$7,156	\$8,994	\$88,219
District	N/A	N/A	\$8,729.53	\$94,539
Percent Difference - School Site and District	N/A	N/A	-11.7	-1.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-32.4	-3.5

Fiscal Year 2023-24 Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas and details the actions associated with meeting the specific needs of English Learners, foster, and low-income students. Before and after school tutoring for at-risk and EL students is available through Title I funding

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,674	\$58,553
Mid-Range Teacher Salary	\$90,153	\$93,924
Highest Teacher Salary	\$117,532	\$119,489
Average Principal Salary (Elementary)	\$141,783	\$149,898
Average Principal Salary (Middle)	\$146,037	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$248,400	\$270,432
Percent of Budget for Teacher Salaries	28.2	31.93
Percent of Budget for Administrative Salaries	4.84	5.62

Professional Development

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: Teacher Clarity, PLC+, Standards-Based Grading and Reporting, Structured Literacy, Data Analysis, Leadership Training, Writing Instruction, Coaching, Direct Instruction, Conceptual Development, Building Academic Vocabulary, Culturally Responsive Teaching and Learning (including Capturing Kids Hearts), Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include in-services during and after the work day as well as through site and district in-class and on-site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The school year calendar allows for 37 minimum days in which 26 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	28	26