Sierra Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - 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.

2023-24 School Contact Information

School Name	Sierra Elementary School
Street	747 West Avenue J-12
City, State, Zip	Lancaster, CA, 93534-4933
Phone Number	661-942-9536
Principal	Rebekah McConnell
Email Address	mcconnellr@lancsd.org
School Website	https://www.lancsd.org/SI
County-District-School (CDS) Code	19646676014757

2023-24 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

2023-24 School Description and Mission Statement

Vision Statement: "High Expectations, Optimal Learning Environments"

Mission Statement:
At Sierra Elementary, we will establish a school climate grounded in the love of learning that will both inspire students to become lifelong problem solvers as well as kind, respectful, and responsible members of our society.

The following are the focus behavioral skills outlined in the school's Positive Behavioral Interventions & Supports (PBIS) plan:
- Responsible, Respectful and Safe.

Students participate in a school-side social emotional learning block for 30 minutes at the start of every morning. A PBIS plan is in place where students can earn Class Dojo points for exhibiting these character traits throughout campus. There is weekly recognition during morning announcements each day and monthly recognition for model students in each grade level at the Student of the Month assemblies. Attendance incentives are also given at regular intervals.

Our Sierra Elementary staff further supports the development of socio-emotional safety conducive to learning with its delivery or Second Step curriculum instruction and implementation of Capturing Kids' Hearts processes. Our CKH implementation is focused on maintaining an environment in which positive relationships are developed, where relational connectedness between staff, students and families is nurtured, and students are eager to learn.

Schoolwide Focus/Broad Course of Study: We at Sierra Elementary are committed to offering students an enriched curriculum with a variety of educational avenues. In every grade level, we are committed to making sure our students learn and appreciate different elements of the Visual and Performing Arts.

School Profile: Sierra School offers a K-5 educational program in a modified traditional year. The school consists of one principal, one assistant principal, two school counselors, a school psychologist, thirty certificated teachers, and thirty-five classified staff members. Sierra serves a student population of approximately 630 students. In our general education classes - Transitional Kindergarten/Kindergarten through 2nd grade – each class has a maximum of 32 students per class. Third through fifth grade classes have a maximum of 35 students per class. Additionally, we have three special day classrooms.

2023-24 School Description and Mission Statement

Sierra School has adopted rigorous curriculum goals that include an emphasis on all students receiving standards-based curriculum. The Sierra teachers and support staff provide instruction based on the California Common Core State Standards. Grade level formative assessments (at least every 8-week period) and summative assessments are administered and analyzed to inform instruction and monitor student progress. The results of these assessments provide a strong emphasis on assessment-based instruction and standardizing instructional practices. Sierra staff believe that our instructional focus on grade level standards, our alignment of curriculum to the state standards, our attention to time-on-task, our implementation of effective instructional strategies (effective Tier 1 instruction) and ongoing assessments will contribute to student achievement gains at Sierra.

English Learners (EL) are provided a regular classroom education program designed for English Language Development. Certificated personnel provide instruction using academic vocabulary, SDAIE and GLAD strategies. Teachers with EL students work in conjunction with the site instructional coach to address the students' needs. There is one bilingual para-educator who supports students and administers mandatory state testing for second language learners. We have a bilingual office assistant in the front office to help parents communicate effectively with the school, and most of our memos and parent communication is disseminated in English and Spanish.

Students with identified learning disabilities have a current Individual Education Program (IEP) which addresses their unique educational needs. Sierra's special education students have complete access to the core curriculum through the coordinated delivery of instruction in the regular classroom. Classroom program modifications/accommodations are coordinated between the classroom teacher and the resource teacher. GATE students are afforded ample opportunities for creative thinking. GATE students receive enrichment and differentiated curriculum within the general education classrooms.

Sierra School has a Visual & Performing Arts (VAPA) focus. Teachers have participated in TEAL/Technology Enhanced Arts Learning professional development and integrate art throughout curriculum to increase students' access to content. Grade levels 2 through 5 participate in a weekly music program with a credentialed music teacher.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	111
Grade 2	121
Grade 3	103
Grade 4	109
Grade 5	99
Total Enrollment	691

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.1%
Black or African American	30.7%
Filipino	0.9%

Hispanic or Latino	54.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.9%
White	7.8%
English Learners	11%
Foster Youth	3.5%
Homeless	7.1%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	13.2%

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)	19.70	74.85	521.20	78.33	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	6.57	29.70	4.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	8.13	42.70	6.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.60	3.55	12115.80	4.41
Unknown	2.70	10.45	48.10	7.23	18854.30	6.86
Total Teaching Positions	26.30	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)	20.30	80.29	485.00	76.90	234405.20	84.00

Intern Credential Holders Properly Assigned	2.00	7.88	47.70	7.57	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.94	41.30	6.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	18.00	2.87	11953.10	4.28
Unknown	2.00	7.88	38.50	6.11	15831.90	5.67
Total Teaching Positions	25.30	100.00	630.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	1.00	0.00
Misassignments	1.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	K-5 McGraw Hill Wonders / 2017	Yes	0%
Mathematics	K-5 McGraw Hill My Math 2014	Yes	0%
Science	Twig Science / 2020	Yes	0%
History-Social Science	McGraw Hill Impact California / 2019	Yes	0%

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 2020-21 school year, the district has budgeted $2,860,000. for deferred maintenance projects.

New Construction Projects: Installation of a new playground is planned for summer 2023.

A new restroom building was installed in 2022 to provide improved access to restrooms.

School Facility Conditions and Planned Improvements

Deferred Maintenance Projects: The HVAC systems of the portable classrooms on the site are contracted to be replaced in 2023.

Year and month of the most recent FIT report	11/02/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	22	19	24	23	47	46
Mathematics (grades 3-8 and 11)	8	11	12	13	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	306	98.39	1.61	19.02
Female	153	152	99.35	0.65	23.03
Male	158	154	97.47	2.53	15.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	98	98	100.00	0.00	6.12
Filipino	--	--	--	--	--
Hispanic or Latino	164	161	98.17	1.83	23.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	12.50
White	27	27	100.00	0.00	37.04
English Learners	33	30	90.91	9.09	20.00
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	3.03
Military	13	11	84.62	15.38	63.64
Socioeconomically Disadvantaged	294	289	98.30	1.70	18.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	2.86

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	308	99.04	0.96	11.07
Female	153	153	100.00	0.00	12.42
Male	158	155	98.10	1.90	9.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	98	98	100.00	0.00	4.08
Filipino	--	--	--	--	--
Hispanic or Latino	164	163	99.39	0.61	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	6.67
White	27	27	100.00	0.00	11.11
English Learners	33	33	100.00	0.00	12.12
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	0.00
Military	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	294	291	98.98	1.02	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	2.86

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.09	16.33	13.93	12.79	29.47	30.29

2022-23 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	98	98	100.00	0.00	16.33
Female	45	45	100.00	0.00	17.78
Male	53	53	100.00	0.00	15.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	21.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	14.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	94	100.00	0.00	17.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	100%	100%	100%	100%	100%

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.

2023-24 Opportunities for Parental Involvement

The following virtual and/or in-person opportunities for involvement exist at Sierra Elementary School:

- Parent Teacher Organization (PTO)
- Coffee and Conversation (3 times a year)
- School Site Council (SSC) (9 times a year)
- English Learner Advisory Committee (ELAC) (five times a year)
- African American Advisory Council
- Parent Volunteers
- Variety of Family Night Events
- Parent/Teacher Forum (annual)
- Roody Store
- Holiday Program (annual)
- Student-of-the-Month/Semester Assemblies (monthly)

There are numerous other ways to get involved in your child's education.

For further information call 661-942-9536.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	840	781	378	48.4
Female	392	370	181	48.9
Male	448	411	197	47.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	3	3	1	33.3
Black or African American	276	247	121	49.0
Filipino	6	6	0	0.0
Hispanic or Latino	439	414	206	49.8
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	50	47	18	38.3
White	61	59	28	47.5
English Learners	104	96	45	46.9
Foster Youth	39	37	20	54.1
Homeless	110	87	56	64.4
Socioeconomically Disadvantaged	795	736	361	49.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	117	63	53.8

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.83	4.17	0.01	5.31	6.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0
Female	2.55	0
Male	5.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.88	0
Filipino	0	0
Hispanic or Latino	1.37	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10	0
White	6.56	0
English Learners	2.88	0
Foster Youth	7.69	0
Homeless	4.55	0
Socioeconomically Disadvantaged	4.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.65	0

2023-24 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:

- Child abuse reporting procedures
- 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
- 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	19	28	
1	21	10	28	
2	21	4	28	
3	22	11	21	
4	23	3	21	
5	31	3		21

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	3	
1	21	1	4	
2	22	1	4	
3	24		4	
4	27		3	
5	28		3	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 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	345.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with 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	$12,795.22	$4,855.78	$7,939.44	$112,780.08
District	N/A	N/A	$7,792.09	$84,115
Percent Difference - School Site and District	N/A	N/A	19.5	-5.1
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	35.9	-8.7

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,550	$54,215
Mid-Range Teacher Salary	$83,475	$86,843
Highest Teacher Salary	$109,658	$111,440
Average Principal Salary (Elementary)	$143,156	$140,851
Average Principal Salary (Middle)	$143,156	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$256,572	$252,466
Percent of Budget for Teacher Salaries	30.8%	33.16%
Percent of Budget for Administrative Salaries	4.89%	5.15%

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 38 minimum days in which 27 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	26	30	28