

Fulton & Alsbury Academy of Arts and Engineering

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	Fulton & Alsbury Academy of Arts and Engineering
Street	831 East Avenue K-2
City, State, Zip	Lancaster, CA, 93535
Phone Number	661-899-STEM (7836)
Principal	Kurt S. Lowry
Email Address	lowryk@lancsd.org
School Website	https://www.lancsd.org/FA
County-District-School (CDS) Code	19646670133462

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

Fulton & Alsbury Academy of Arts and Engineering, located in Lancaster, California, is a 6th-8th grade public middle school in the Lancaster School District. OUR MISSION is to provide all of our students a rigorous, engaging, and enriched (STEAM) learning experience that will prepare them to be resilient, life-long learners, leaders, and citizens. Students learn to think critically and solve problems through engaging coursework in engineering and the visual arts. OUR VISION is to instill in all of our students our core values: Integrity First, Service Before Self, and Excellence in All We Do.

Our school's reputation in the Antelope Valley is well-established, having been voted by the Antelope Valley Press as the Antelope Valley's "Best Public School" six (6) consecutive years (2018-2023). This is the result in part of a number of factors, including a highly trained, dedicated, experienced, and professional corps of teachers, staff, and administration, informed, welcomed, engaged, and involved Very Important Parent Partners (VIPPs), our school's unique focus on core content "first instruction" and two core electives in Visual and Performing Arts and Engineering that are offered to each one of our students every day.

A change in administrative leadership at our school has resulted in renewed energy, determination, and focus on our core purpose as a public school of choice and "lottery" school that emphasizes excellent "first instruction" and student learning via a guaranteed, viable, and enriched curriculum, physical and social-emotional safety, and positive behavior based on mutual respect, understanding, reasoning, and relationships. Our REVISED Vision and Mission statements guide every aspect of our work, while new and important architectures, systems, programs, and core instructional initiatives, including the following are hallmark signatures of Fulton & Alsbury:

- Teacher Clarity (Clear Learning Intentions)
- Professional Learning Communities (PLCs)(3-Week PDSA/PDRR CYCLES)
- Use of Formative and Summative Assessment Data (Multiple Measures)
- Small Group Instruction – Min. 1x/Week for up to 20 Mins. in ELA & Math
- Standards-Based Instruction and Grading
- "Sown to Grow" Social-Emotional Learning (SEL) Weekly Check-ins)
- Extended Learning Opportunity Program (ELO-P) Before and After-School Enrichment
- Academic Tutoring
- "Dance Force" Ballroom Dancing
- Robotics Team
- Science Olympiad

2023-24 School Description and Mission Statement

- Environmental Club
- Daily, before-school “Morning Flight Laps!” laps program
- “Student-of-the-Month/Perfect Attendance/Morning Flight Laps!”
- Parenting Partners” program workshops
- Dr. Lowry’s Monthly “COFFEE-TALK!/CAFECITO!”
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- African American Advisory Committee (AAAC)
- “Reading Counts” Million Word Challenge
- An increasing number of Parent Volunteers!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	139
Grade 7	140
Grade 8	140
Total Enrollment	419

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.5%
Asian	1%
Black or African American	17.9%
Filipino	2.1%
Hispanic or Latino	63.5%
Two or More Races	4.3%
White	10.7%
English Learners	5.3%
Foster Youth	0.5%
Homeless	2.9%
Migrant	0.2%
Socioeconomically Disadvantaged	79.7%
Students with Disabilities	2.4%

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)	13.80	96.93	521.20	78.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	29.70	4.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	3.07	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	0.00	0.00	48.10	7.23	18854.30	6.86
Total Teaching Positions	14.30	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)	12.80	89.89	485.00	76.90	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	7.02	47.70	7.57	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	3.09	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	0.00	0.00	38.50	6.11	15831.90	5.67
Total Teaching Positions	14.20	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	0.00	0.00
Misassignments	0.40	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.40

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)	0	3.7
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

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	6-8 McGraw Hill Study Sync / 2017	Yes	0%
Mathematics	6-8 McGraw Hill California Math 2014	Yes	0%
Science	Twig Science 2020 (6th Grade) and Amplify Science 2021 (7th-8th Grade)	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.

Deferred Maintenance Projects: The HVAC systems of the portable classrooms on the site were replaced in 2022.

Year and month of the most recent FIT report

November, 2018

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

School Facility Conditions and Planned Improvements

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)	63	63	24	23	47	46
Mathematics (grades 3-8 and 11)	34	41	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	410	406	99.02	0.98	62.72
Female	194	192	98.97	1.03	66.15
Male	216	214	99.07	0.93	59.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	74	74	100.00	0.00	54.05
Filipino	--	--	--	--	--
Hispanic or Latino	261	259	99.23	0.77	62.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	60.00
White	45	43	95.56	4.44	76.74
English Learners	19	19	100.00	0.00	15.79

Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	58.33
Military	47	47	100.00	0.00	70.21
Socioeconomically Disadvantaged	326	323	99.08	0.92	58.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	410	401	97.80	2.20	40.90
Female	194	190	97.94	2.06	38.42
Male	216	211	97.69	2.31	43.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	74	74	100.00	0.00	24.32
Filipino	--	--	--	--	--
Hispanic or Latino	261	255	97.70	2.30	42.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	28.57
White	45	43	95.56	4.44	53.49
English Learners	19	19	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	58.33
Military	47	47	100.00	0.00	46.81
Socioeconomically Disadvantaged	326	318	97.55	2.45	39.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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)	39.39	33.09	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	138	136	98.55	1.45	33.09
Female	70	69	98.57	1.43	27.54
Male	68	67	98.53	1.47	38.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	22	22	100.00	0.00	22.73
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	31.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	21.43
Socioeconomically Disadvantaged	117	116	99.15	0.85	30.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 7	99%	98%	98%	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

In a highly-intentional, concerted effort to more tightly align our school site parent engagement and involvement policy, School Plan for Student Achievement (SPSA) goals, and success criteria metrics with those of the Lancaster School District's 2023-2026 Strategic Plan and Local Control Accountability Plan (LCAP), Fulton & Alsbury Academy of Arts and Engineering endeavors to build and sustain strong family and community engagement.

Accordingly, we recently revised our "Family and Community Engagement Goal" during the 2023-2024 academic year to document our commitment to increasing Staff, Parent, and Student perceptions of engagement and participation in schoolwide programs, events, and decision-making as evidenced by the 2023-2024 Youth Truth Survey results.

Our REVISED Vision and Mission statements guide every aspect of our work, while new and important architectures, systems, programs, and core instructional initiatives, including the following hallmarks of Fulton & Alsbury, allow for increased Parent, Family, and Community Engagement:

- Science Olympiad
- Daily, before-school "Morning Flight Laps! Community-building, physical fitness program
- "Student-of-the-Month/Perfect Attendance/Morning Flight Laps!" assemblies with parents
- Parenting Partners" Program Partnerships and Informational Workshops
- Dr. Lowry's Monthly "COFFEE-TALK!/CAFECITO!" with our Very Important Parent Partners (VIPPs)!
- School Site Council (SSC) Parent Members
- English Learner Advisory Committee (ELAC) - Parents of Students who are English Learners (ELs)
- African American Advisory Committee (AAAC) - Parents of Students who are African American
- "Reading Counts" Million Word Challenge
- An increasing number of Parent Volunteers in Classrooms
- Safety Committee Parent Liaison
- Superintendent's Parent Advisory Committee
- District English Learner Advisory Committee (DELAC) Representative and more!

2023-24 Opportunities for Parental Involvement

Our school reaches out to families in many ways, including via ParentSquare, our school website, FaceBook, and calls and emails home. Teachers communicate proactively with our Very Important Parent Partners (VIPPs) via programs like ParentSquare, Classtag, Remind, Google Classroom, Gmail, Google Translate, and/or by other means/media.

Our Principal, Dr. Lowry, prepares and distributes to all parents and staff our new, Monthly Newsletter, the Fulton & Alsbury "Flight Press!", as well as prepares a detailed Weekly Bulletin for teachers and staff, prepares and sends to all staff and parents a Weekly Sunday Evening Message with important reminders and events, as well as convenes his signature Monthly "Coffee-Talk!/Cafecito!" meeting with our VIPPs for the purpose of informing and further engaging our VIPPs in all things Fulton & Alsbury.

Our teachers, staff, and administration proactively inform parents of student academic progress, work habits, and behavior via online grade updates, communications between school and parents, parent/teacher conferences, and upon request.

Our school welcomes each new incoming 6th Grade class prior to the start of school with a purposeful agenda that includes information about programs and our shared expectations for student academic success and positive behavior. The event is informative, purposeful, as well as engaging and social and includes an ice cream treat for those who attend.

Who's got it better than us? Nobody.

Come to Fulton & Alsbury!

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	423	66	15.6
Female	202	202	27	13.4
Male	223	221	39	17.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	4	4	0	0.0
Black or African American	76	75	15	20.0
Filipino	9	9	1	11.1
Hispanic or Latino	271	270	38	14.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	18	18	8	44.4
White	45	45	4	8.9
English Learners	22	22	1	4.5
Foster Youth	2	2	1	50.0
Homeless	13	13	2	15.4
Socioeconomically Disadvantaged	339	338	60	17.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	12	12	2	16.7

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	3.36	7.53	0.01	5.31	6.55	0.20	3.17	3.60
Expulsions	0.00	0.24	0.24	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	7.53	0.24
Female	4.46	0.5
Male	10.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.21	0
Filipino	0	0
Hispanic or Latino	7.75	0.37
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	6.67	0
English Learners	0	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	7.37	0.29
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.33	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.

2020-21 Secondary 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 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	22	5		8
Mathematics	35			8
Science	35			8
Social Science	35			8

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	18	8		8
Mathematics	34			8
Science	34			8
Social Science	34			8

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	20	7	0	8
Mathematics	35	0	0	8
Science	35	0	0	8
Social Science	35	0	0	8

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	419

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	0.1
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	\$12,823.11	\$5,074.53	\$7,748.58	\$100,947.60
District	N/A	N/A	\$7,792.09	\$84,115
Percent Difference - School Site and District	N/A	N/A	19.9	-0.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	36.3	-4.0

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