

# Fulton & Alsbury Academy of Arts and Engineering

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Fulton & Alsbury Academy of Arts and Engineering
<b>Street</b>	831 East Avenue K-2
<b>City, State, Zip</b>	Lancaster, CA, 93535
<b>Phone Number</b>	661-899-STEM (7836)
<b>Principal</b>	Kurt S. Lowry, Ed.D.
<b>Email Address</b>	lowryk@lancsd.org
<b>School Website</b>	<a href="https://www.lancsd.org/FA">https://www.lancsd.org/FA</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	19646670133462

## 2024-25 District Contact Information

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

## 2024-25 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 science, technology, engineering, the visual arts and mathematics. OUR VISION is to instill in all of our students our core values: Integrity First, Service Before Self, and Excellence in All We Do. As stated in our School Plan for Student Achievement (SPSA) our four goals are to demonstrate a minimum 3-6% increase in overall English Language Arts (ELA) and in overall math as measured by the 2024-2025 CAASPP Summative

## 2024-25 School Description and Mission Statement

Assessments, demonstrate reasonable progress in 60% of our English Learners towards reclassification as measured by the CA Dashboard's English Learner Progress Indicator, meet or exceed the district goal of 96% attendance as measured by the Lancaster Interactive Dashboard, and increasing family engagement and empowerment in decision making by 3-6% as measured by the 2024-2025 YouthTruth Family Survey. SPSA goal progress is monitored throughout the year by the school principal, Instructional Leadership Team (ILT), English Learner Advisory Committee (ELAC), African-American Advisory Committee (AAAC) and School Site Council (SSC).

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" seven (7) consecutive years (2018-2024). 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. Our school has also been re-designated as a state and national Schools to Watch for the next 3 years.

A change in site administrative leadership has resulted in renewed energy, determination, and focus on our core purpose as a public school of choice and "lottery" school that fosters school culture, builds school community and 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
- Project Lead the Way (PLTW) Program participation
- "Sown to Grow" Social-Emotional Learning (SEL) Weekly Check-ins
- Capturing Kid's Hearts (CKH) Practices
- Extended Learning Opportunity Program (ELO-P) Before and After-School Enrichment
- Academic Tutoring
- Robotics Team
- Science Olympiad
- Environmental Club
- ASB
- Yearbook
- Bookbinders
- Quarterly Student Award Assemblies/Perfect Attendance
- Monthly Attendance Classroom Incentives
- Parenting Partners" program workshops
- Monthly "Latte Lowdown" Parent Meetings
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- African American Advisory Committee (AAAC)
- "Reading Counts" Million Word Challenge

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	140
Grade 7	140
Grade 8	139
<b>Total Enrollment</b>	<b>419</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	1.9
Asian	1.7
Black or African American	19.3
Filipino	1.2
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.5
White	43.4
English Learners	8.6
Foster Youth	0.7
Homeless	1
Migrant	0.2
Socioeconomically Disadvantaged	71.6
Students with Disabilities	3.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.80	96.93	521.20	78.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	29.70	4.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	3.07	42.70	6.42	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	23.60	3.55	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	48.10	7.23	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.80	89.89	485.00	76.90	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	7.02	47.70	7.57	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	3.09	41.30	6.55	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	18.00	2.87	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	38.50	6.11	15831.90	5.67
<b>Total Teaching Positions</b>	14.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.10	93.75	494.30	76.27	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	36.30	5.60	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	4.69	71.50	11.04	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.10	0.95	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.20	1.56	39.70	6.13	14303.80	5.15
<b>Total Teaching Positions</b>	14.00	100.00	648.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.40	0.40	0.6
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.40	0.40	0.6

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.7	4.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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
<b>Reading/Language Arts</b>	Curriculum Associates <ul style="list-style-type: none"> <li>• K-2 Ready Common Core Reading (adopted spring 2024)</li> <li>• 2-5 Ready Common Core Writing (adopted spring 2024)</li> <li>• 3-5 Magnetic Reading (adopted spring 2024)</li> </ul> OR McGraw Hill Education <ul style="list-style-type: none"> <li>• K-5 Wonders (adopted 2017, adoption ends June 2025)</li> <li>• K-6 (Dual Language School - Linda Verde) - Maravillas (adopted 2017, adoption ends June 2025)</li> <li>• 6 - 8 StudySync (adopted 2017, adoption ends June 2025)</li> </ul>	Yes	0%
<b>Mathematics</b>	Curriculum Associates <ul style="list-style-type: none"> <li>• K-8 Ready Classroom Math (adopted spring 2024)</li> </ul> OR McGraw Hill Education <ul style="list-style-type: none"> <li>• K-5 MyMath (adopted 2016, adoption ended June 2024)</li> <li>? 6 - 8 California Math (adopted 2016, adoption ended June 2024)</li> </ul>	Yes	0%

<b>Science</b>	Twig Science (Imagine Learning) <ul style="list-style-type: none"> <li>• K-6 (adopted spring 2020)</li> </ul> Amplify Science <ul style="list-style-type: none"> <li>• 7-8 (adopted spring 2020)</li> </ul>	Yes	0%
<b>History-Social Science</b>	McGraw Hill Education <ul style="list-style-type: none"> <li>• Impact (adopted spring 2019)</li> <li>• Impacto (for DLI, adopted spring 2019)</li> </ul>	Yes	0%
<b>Foreign Language</b>	Holt McDougal <ul style="list-style-type: none"> <li>• Aveancemos! (adopted 2013, new adoption coming 2025)</li> </ul>		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	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**

November, 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Air Conditioning was installed in the kitchen in 2024.
<b>Interior:</b>	X			



## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New Construction Projects: A new basketball court was installed in 2024.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	63	23	23	46	47
<b>Mathematics</b> (grades 3-8 and 11)	41	42	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
<b>All Students</b>	407	406	99.75	0.25	62.56
<b>Female</b>	187	187	100.00	0.00	67.91
<b>Male</b>	220	219	99.55	0.45	57.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	74	74	100.00	0.00	54.05
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	113	100.00	0.00	53.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	72.22

<b>White</b>	180	179	99.44	0.56	67.60
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	46	46	100.00	0.00	78.26
<b>Socioeconomically Disadvantaged</b>	296	296	100.00	0.00	58.45
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	10	90.91	9.09	--

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	407	405	99.51	0.49	42.43
<b>Female</b>	187	186	99.47	0.53	39.13
<b>Male</b>	220	219	99.55	0.45	45.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	74	74	100.00	0.00	32.43
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	113	100.00	0.00	29.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	38.89
<b>White</b>	180	178	98.89	1.11	52.25
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	46	46	100.00	0.00	63.04

<b>Socioeconomically Disadvantaged</b>	296	296	100.00	0.00	37.07
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	10	90.91	9.09	--

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	33.09	44.53	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
<b>All Students</b>	138	137	99.28	0.72	44.53
<b>Female</b>	58	57	98.28	1.72	36.84
<b>Male</b>	80	80	100.00	0.00	50.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	25	25	100.00	0.00	48.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	17	16	94.12	5.88	62.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	83	83	100.00	0.00	39.76
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	16	16	100.00	0.00	62.50
<b>Socioeconomically Disadvantaged</b>	106	105	99.06	0.94	40.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	98%	98%	98%	98%	98%

## 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

In a highly-intentional, concerted effort to more tightly align our school site parent engagement and involvement policy, Single 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!

## 2024-25 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!

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	423	421	40	9.5
Female	196	194	15	7.7
Male	227	227	25	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	82	82	7	8.5
Filipino	--	--	--	--
Hispanic or Latino	118	117	11	9.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	4	22.2
White	182	182	18	9.9
English Learners	36	36	2	5.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	307	307	36	11.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	14	3	21.4

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
3.36	7.53	3.31	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
0.24	0.24	0	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	3.31	0.00
Female	1.53	0.00
Male	4.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.54	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	2.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

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

## 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	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		8
Mathematics	35			8
Science	35			8
Social Science	35			8

## 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	18	8		8
Mathematics	35			8
Science	35			8
Social Science	35			8

## 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	419

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
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	\$120,611	\$6,964	\$8,692	\$104,955
District	N/A	N/A	\$8,729.53	\$94,539
Percent Difference - School Site and District	N/A	N/A	-11.9	6.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-32.6	4.7

## 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,674	\$58,553
<b>Mid-Range Teacher Salary</b>	\$90,153	\$93,924
<b>Highest Teacher Salary</b>	\$117,532	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$141,783	\$149,898
<b>Average Principal Salary (Middle)</b>	\$146,037	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$248,400	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	28.2	31.93
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	28	26