Discovery School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Discovery School
Street	44910 17th Street East
City, State, Zip	Lancaster, CA, 93535
Phone Number	(661) 949-3175
Principal	Cindy Queen
Email Address	queenc@lancsd.org
School Website	
County-District-School (CDS) Code	19646670124099

2021-22 District Contact Information

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

2021-22 School Overview

Discovery Elementary School is a TK-5 comprehensive school that also houses three SDC classes. The goal of Discovery Elementary is to educate the whole child by providing access to rigorous core and supplemental content material. Students are given multiple opportunities to learn at the level and time they need while using the 4 Cs, critical thinking, communication, collaboration, and creativity. Our TK-5 school has a special focus on the areas of science, technology, engineering, arts, and math (STEAM), which will offer students a range of unique, exciting experiences and opportunities.

Discovery's Mission says: "We will prepare all of our students for college and life by providing a challenging and engaging curriculum. Through hands-on authentic exercises such as STEAM (RIGOR) we will promote Critical Thinking, Communication, Collaboration, and Creativity that will bring together our students' lives and their futures (RELEVANCE) in a nurturing and supportive environment (RELATIONSHIPS)."

Discovery School is a place where students learn what it takes to become the innovators of tomorrow. Discovery is a school where students are STARS! Because STARS Stay Safe, Take Responsibility, Aim High, Respect Everyone, Shine Bright all day everyday.

Discovery uses the Positive Behavior Intervention and Support (PBIS) program. Expected behaviors are modeled and taught to students and positive behaviors are routinely reinforced. A recreation leader leads positive and engaging activities during recesses and lunch, and a full time school counselor, and a full time campus supervisor as well as a full team of duty aides who promote school safety and supervise throughout the day.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	135
Grade 2	129
Grade 3	122
Grade 4	119
Grade 5	134
Total Enrollment	769

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.4
Black or African American	20.2
Filipino	0.1
Hispanic or Latino	68.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.6
White	6.4
English Learners	15.7
Foster Youth	3.1
Homeless	3.9
Socioeconomically Disadvantaged	89.2
Students with Disabilities	10.7

A. Conditions of Learning

State Priority: Basic

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

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

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

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)	23.7	82.0	521.2	78.3	228366.1	83.1
Intern Credential Holders Properly Assigned	1.8	6.4	29.7	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.4	42.7	6.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	23.6	3.6	12115.8	4.4
Unknown	2.3	8.0	48.1	7.2	18854.3	6.9
Total Teaching Positions	29.0	100.0	665.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
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

2021-22 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, 2020

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 $969,700 for deferred maintenance projects.

New Construction Projects: Shade covers for the playground area are presently in design and will be installed once approvals for construction have been obtained.

Year and month of the most recent FIT report				October, 2021

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	219	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	80	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	56	NT	NT	NT	NT
Foster Youth	14	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	26	NT	NT	NT	NT
Socioeconomically Disadvantaged	338	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	219	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	80	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	56	NT	NT	NT	NT
Foster Youth	14	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	26	NT	NT	NT	NT
Socioeconomically Disadvantaged	338	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	361		100%	0%	38%
Female	150	150	100%	0%	41%
Male	211	211	100%	0%	36%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	81	81	100%	0%	28%
Filipino	--	--	--	--	--
Hispanic or Latino	227	227	100%	0%	41%

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100%	0%	41%
White	28	28	100%	0%	39%
English Learners	53	53	100%	0%	17%
Foster Youth		11	100%	0%	36%
Homeless	--	--	--	--	--
Military	25	25	100%	0%	32%
Socioeconomically Disadvantaged	296	296	100%	0%	37%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100%	0%	13%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	360		99%	1%	15%
Female	149	149	100%	0%	16%
Male	211	209	99%	1%	14%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	80	78	98%	3%	10%
Filipino	--	--	--	--	--
Hispanic or Latino	227	227	100%	0%	16%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100%	0%	6%
White	28	28	100%	0%	25%
English Learners	53	53	100%	0%	11%
Foster Youth		11	100%	0%	27%
Homeless	--	--	--	--	--
Military	25	25	100%	0%	0%
Socioeconomically Disadvantaged	295	293	99%	1%	14%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	31	97%	3%	6%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	NT	NT	NT	NT
Female	49	NT	NT		
Male	82	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	119	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

During non-Covid times, there are many ways to get involved at Discovery! Parent volunteer forms are sent home with students at the beginning of the year and are available at the Welcome Event held the week before school begins. Parents have the opportunity to volunteer regularly for PBIS support in our Rocket Ticket Store, the library, book fairs, fundraisers, and school events. In addition, parents are invited to attend family events such as Lunch on the Lawn, Back to School Night, Open House, and/or Family Curriculum Nights.

Currently, parents are encouraged to be a part of our active and virtual English Learners Advisory Committee, African-American Advisory Council, Parenting Partners, and/or School Site Council. These meetings are held virtually throughout the school year.

During non-Covid times, parents may contact teachers about volunteering in the classroom as well. This can be an excellent way to support students directly! Fingerprinting and a TB test are required for all regular volunteers to ensure student safety.

Please visit the office or website for more information about these opportunities!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	809	138	17.1
Female	370	361	57	15.8
Male	458	448	81	18.1
American Indian or Alaska Native	2	2	0	0.0
Asian	3	3	0	0.0
Black or African American	174	162	44	27.2
Filipino	1	1	0	0.0
Hispanic or Latino	563	556	79	14.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	33	33	5	15.2
White	50	50	10	20.0
English Learners	156	153	22	14.4
Foster Youth	37	32	7	21.9
Homeless	43	40	10	25.0
Socioeconomically Disadvantaged	745	729	135	18.5
Students Receiving Migrant Education Services	7	7	0	0.0
Students with Disabilities	104	99	25	25.3

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.69	0.00	5.23	0.01	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.59	4.89	2.45
Expulsions	0.12	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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
- 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
- COVID-19 prevention and response
- 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	27	5	40	
1	23	14	40	
2	25	4	32	
3	25	12	30	1
4	30	3	8	16
5	29	13		32
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	14	40	
1	25	13	8	
2	20	14	40	
3	19	21	32	
4	25	12	8	24
5	21	20	8	8
6				

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	20	35	
1	20	13	35	
2	23	5	35	
3	23	10	28	
4	22	10	28	
5	25	10	7	14
6				

2020-21 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	769

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$10,476,313.90	$3,382,596	$7,015,640	$78,078
District	N/A	N/A		$82,760
Percent Difference - School Site and District	N/A	N/A	-171.0	-5.8
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	199.5	-9.5

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,927	$52,060
Mid-Range Teacher Salary	$80,847	$84,043
Highest Teacher Salary	$106,560	$107,043
Average Principal Salary (Elementary)	$136,236	$133,582
Average Principal Salary (Middle)	$135,596	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$235,704	$240,628
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	5%

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: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, 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 17 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	25	26

Lancaster School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Lancaster School District
Phone Number	(661) 948-4661
Superintendent	Dr. Michele Bowers
Email Address	superintendent@lancsd.org
District Website Address	www.lancsd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9210	NT	NT	NT	NT
Female	4400	NT	NT	NT	NT
Male	4810	NT	NT	NT	NT
American Indian or Alaska Native	45	NT	NT	NT	NT
Asian	85	NT	NT	NT	NT
Black or African American	2654	NT	NT	NT	NT
Filipino	131	NT	NT	NT	NT
Hispanic or Latino	4986	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	17	NT	NT	NT	NT
Two or More Races	357	NT	NT	NT	NT
White	935	NT	NT	NT	NT
English Learners	1060	NT	NT	NT	NT
Foster Youth	340	NT	NT	NT	NT
Homeless	640	NT	NT	NT	NT
Military	585	NT	NT	NT	NT
Socioeconomically Disadvantaged	8228	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	1464	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9211	NT	NT	NT	NT
Female	4400	NT	NT	NT	NT
Male	4811	NT	NT	NT	NT
American Indian or Alaska Native	45	NT	NT	NT	NT
Asian	85	NT	NT	NT	NT
Black or African American	2655	NT	NT	NT	NT
Filipino	131	NT	NT	NT	NT
Hispanic or Latino	4986	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	17	NT	NT	NT	NT
Two or More Races	357	NT	NT	NT	NT
White	935	NT	NT		NT
English Learners	1060	NT	NT	NT	NT
Foster Youth	340	NT	NT	NT	NT
Homeless	640	NT	NT	NT	NT
Military	585	NT	NT	NT	NT
Socioeconomically Disadvantaged	8229	NT	NT	NT	NT
Students Receiving Migrant Education Services	14	NT	NT	NT	NT
Students with Disabilities	1464	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	8985	8212	91%	9%	35%
Female	4297	3927	91%	9%	40%
Male	4688	4285	91%	9%	31%
American Indian or Alaska Native	130	113	87%	13%	26%
Asian	181	171	94%	6%	43%
Black or African American	2765	2461	89%	11%	26%
Filipino	129	129	100%	0%	67%
Hispanic or Latino	4280	3949	92%	8%	38%

Native Hawaiian or Pacific Islander	55	50	91%	9%	34%
Two or More Races	538	495	92%	8%	37%
White	907	844	93%	7%	46%
English Learners	1033	963	93%	7%	12%
Foster Youth		218	93%	7%	26%
Homeless	244	199	82%	18%	19%
Military	575	554	96%	4%	52%
Socioeconomically Disadvantaged	7519	6834	91%	9%	32%
Students Receiving Migrant Education Services	29	25	86%	14%	52%
Students with Disabilities	1312	1194	91%	9%	10%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	8978	8364	93%	7%	16%
Female	4301	4034	94%	6%	17%
Male	4677	4330	93%	7%	15%
American Indian or Alaska Native	130	118	91%	8%	11%
Asian	181	173	96%	4%	34%
Black or African American	2762	2518	91%	9%	9%
Filipino	129	129	100%	0%	37%
Hispanic or Latino	4280	4016	94%	6%	17%
Native Hawaiian or Pacific Islander	55	55	100%	0%	15%
Two or More Races	536	503	94%	6%	17%
White	905	855	94%	6%	25%
English Learners	1030	971	94%	6%	6%
Foster Youth		223	94%	6%	9%
Homeless	243	202	83%	17%	9%
Military	576	555	96%	4%	25%
Socioeconomically Disadvantaged	7513	6958	93%	7%	14%
Students Receiving Migrant Education Services	28	27	96%	4%	22%
Students with Disabilities	1302	1202	92%	8%	4%

*At or above the grade-level standard in the context of the local assessment administered.