

# El Dorado Elementary School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	El Dorado Elementary School
<b>Street</b>	361 East Pondera
<b>City, State, Zip</b>	Lancaster, CA, 93535-3012
<b>Phone Number</b>	661-942-8487
<b>Principal</b>	Timothy Hunter
<b>Email Address</b>	huntert@lancsd.org
<b>School Website</b>	<a href="https://www.lancsd.org/eldorado">https://www.lancsd.org/eldorado</a>
<b>County-District-School (CDS) Code</b>	19646676014682

## 2023-24 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

## 2023-24 School Description and Mission Statement

El Dorado Elementary School is a UTK-5 elementary school in the Antelope Valley, High Desert city of Lancaster and is located approximately 70 miles north of Los Angeles. El Dorado was opened in 1958 as part of the Lancaster School District and serves approximately 760 students. This student population reflects the great diversity of the Lancaster community which includes an ethnic makeup of 33% African American, 57% Hispanic or Latino, 5% Caucasian (Not Hispanic), 4% Other/More than One Race, and 1% who fall under Asian, Filipino, Pacific Islander, American Indian/Alaska Native or Multiple/No Response. 95% of student families qualify for low Socioeconomic Status; 16% of our students are English Learners; 38 foster and 57 homeless students; The Covid-19 pandemic has contributed to the high transiency rate and 22.7% chronic absenteeism rate.

El Dorado Elementary School's staff is made up of 28 general education teachers which include an on-site coach and 5 special education teachers (2 RSP teachers and 3 SDC teachers).

Of the 39 classrooms on the El Dorado campus, 28 classrooms are utilized for student instruction. Other rooms are designated as a Wellness room, Music room, Coaching/PLC/Training, Psychologist/Counselor room, CPS room, Library, Speech and RSP rooms. All 28 classroom teachers are assigned to teach within their credential subject area. We currently have a school technician, speech pathologist, a library media specialist, school psychologist and two counselors. In addition, El Dorado houses approximately 42 classified staff with the office staff consisting of a secretary, health clerk, an attendance clerk, a bilingual office assistant, a categorical program specialist, assistant principal and a school principal. There are also 2 bi-lingual paraeducators, 4 SDC/Speech paraeducators, 11 MTSS paraeducators, 6 CNS workers, 4 custodial staff, a campus supervisor and 12 supervision aides that support school climate and safety. 75 total staff members are both certificated and classified.

Within the last six years, El Dorado Elementary School has gone from one of the lowest performing schools in California to a site with tremendous academic growth. The school revitalized its PBIS program and partnered with Capturing Kids Hearts to greater relational capacity with staff, students and families. The targeted focus on SEL between staff and student; staff and families and as well as staff to staff shifted remarkably. This emphasis on relationships and self accountability served our student and staff populations well. For the past four years, El Dorado has been nationally recognized as a Capturing Kids Hearts Showcase School. Additionally, we incorporated a Growth Mindset program with the Second Step lessons to ensure that both skills are adequately infused in what we do. With the decrease in negative student interactions, staff morale lifted significantly. This led to more intentionality in staff collaboration, planning for differentiated instruction, and the delivery of instructional strategies. Instructional rounds and lesson studies are being reintroduced this year as we look to improve our student growth and proficiencies in ELA and Math. The staff's willingness to share best practices and develop SMART goals

## 2023-24 School Description and Mission Statement

has become a norm. Finally, there are yearly music and dance performances, an award winning dance club, art club, and choir team. As of the 19-20 school year, El Dorado Elementary School has one to one Chromebook support for grades 3-5, and iPads for grades K-2. Universal Kindergarten is developed to create active learners with time for exploration and creative activities that will prepare them for Kindergarten expectations. Finally, every classroom supports instruction with Viewsonic technology and is integrated into all aspects related to our Signature Practices.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	119
Grade 2	123
Grade 3	139
Grade 4	133
Grade 5	121
<b>Total Enrollment</b>	<b>755</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1%
Male	53.9%
American Indian or Alaska Native	0.1%
Asian	0.9%
Black or African American	33.9%
Filipino	0.3%
Hispanic or Latino	54.6%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	4.5%
White	5%
English Learners	16.4%
Foster Youth	4.6%
Homeless	9.8%
Migrant	0.1%
Socioeconomically Disadvantaged	96.4%
Students with Disabilities	15%

## 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>	21.90	76.16	521.20	78.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.70	9.47	29.70	4.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.10	7.36	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</b>	2.00	6.97	48.10	7.23	18854.30	6.86
<b>Total Teaching Positions</b>	28.80	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>	22.20	81.67	485.00	76.90	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	11.00	47.70	7.57	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	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</b>	2.00	7.33	38.50	6.11	15831.90	5.67
<b>Total Teaching Positions</b>	27.20	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
<b>Permits and Waivers</b>	2.00	0.00
<b>Misassignments</b>	0.10	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.10	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.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	0
<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)	14.9	0

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

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw Hill Wonders / 2017	Yes	0%
Mathematics	K-5 McGraw Hill My Math 2014	Yes	0%
Science	Twig Science / 2020	Yes	0%
History-Social Science	McGraw Hill Impact California / 2019	Yes	0%

### School Facility Conditions and Planned Improvements

#### General

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

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

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

#### Deferred Maintenance Budget

Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2020-21 school year, the district has budgeted \$2,860,000. for deferred maintenance projects.

New Construction Projects: A new play structure was installed on the playground in 2020.

Deferred Maintenance Projects: The HVAC systems of the portable classrooms on the site are presently being installed.

Year and month of the most recent FIT report

9/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b>	X			

## School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
<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			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	21	21	24	23	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	17	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
<b>All Students</b>	378	366	96.83	3.17	20.55
<b>Female</b>	173	165	95.38	4.62	24.85
<b>Male</b>	205	201	98.05	1.95	17.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	118	114	96.61	3.39	12.28
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	219	211	96.35	3.65	25.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	22.22
<b>White</b>	15	15	100.00	0.00	7.14
<b>English Learners</b>	65	58	89.23	10.77	13.79
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	37	33	89.19	10.81	27.27
<b>Military</b>	12	12	100.00	0.00	45.45
<b>Socioeconomically Disadvantaged</b>	363	351	96.69	3.31	20.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	93	88	94.62	5.38	3.45



## 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
<b>All Students</b>	379	375	98.94	1.06	17.33
<b>Female</b>	173	170	98.27	1.73	15.29
<b>Male</b>	206	205	99.51	0.49	19.02
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	118	115	97.46	2.54	8.70
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	220	219	99.55	0.45	21.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	5.56
<b>White</b>	15	15	100.00	0.00	13.33
<b>English Learners</b>	66	65	98.48	1.52	15.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	37	34	91.89	8.11	14.71
<b>Military</b>	12	12	100.00	0.00	33.33
<b>Socioeconomically Disadvantaged</b>	363	359	98.90	1.10	16.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	91	96.81	3.19	4.40

## 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
<b>Science</b> (grades 5, 8 and high school)	12.75	10.74	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
<b>All Students</b>	121	121	100.00	0.00	10.74
<b>Female</b>	53	53	100.00	0.00	7.55
<b>Male</b>	68	68	100.00	0.00	13.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	47	47	100.00	0.00	4.26
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	58	58	100.00	0.00	12.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	14	14	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	16	100.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	115	115	100.00	0.00	10.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	26	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

We seek to build positive partnerships with families and the community. The following opportunities for involvement exist at El Dorado Elementary School:

- School Site Council - contact Tim Hunter/Blanca Quintana
- English Learner Advisory Committee - contact Angie Rodriguez
- PTO – President - contact Krystal Bustos
- PREP Volunteer Program - contact Front Office/Connie Garcia
- Parent Academy Courses - contact Front Office/Connie Garcia
- AAAC- contact Harmony Bell

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

Contact the staff members above or the school office at 661-942-8487 for further information.

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	885	833	449	53.9
Female	411	384	204	53.1
Male	474	449	245	54.6

<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	3	3	1	33.3
<b>Asian</b>	7	7	1	14.3
<b>Black or African American</b>	303	282	166	58.9
<b>Filipino</b>	2	2	0	0.0
<b>Hispanic or Latino</b>	482	456	240	52.6
<b>Native Hawaiian or Pacific Islander</b>	2	2	1	50.0
<b>Two or More Races</b>	41	38	21	55.3
<b>White</b>	41	39	16	41.0
<b>English Learners</b>	155	148	76	51.4
<b>Foster Youth</b>	54	47	23	48.9
<b>Homeless</b>	106	94	64	68.1
<b>Socioeconomically Disadvantaged</b>	863	812	440	54.2
<b>Students Receiving Migrant Education Services</b>	1	1	0	0.0
<b>Students with Disabilities</b>	154	146	78	53.4

## 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
<b>Suspensions</b>	0.00	3.47	1.69	0.01	5.31	6.55	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.05	0.09	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.69	0
<b>Female</b>	0.49	0
<b>Male</b>	2.74	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0

<b>Asian</b>	0	0
<b>Black or African American</b>	3.3	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.41	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	4.88	0
<b>White</b>	2.44	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	1.89	0
<b>Socioeconomically Disadvantaged</b>	1.62	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	1.3	0

## 2023-24 School Safety Plan

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

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

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

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	11	28	
1	23	5	35	
2	21	11	35	
3	23	12	28	
4	33	2		21
5	32	2		21

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	4	
1	25		4	
2	26		5	
3	25	1	4	
4	25	1	4	
5	32		1	1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	755

## 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	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	1.8
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	\$12,765.64	\$4,985.63	\$7,780.02	\$90,416.52
District	N/A	N/A	\$7,792.09	\$84,115
Percent Difference - School Site and District	N/A	N/A	19.8	-15.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	36.2	-18.9

## 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
<b>Beginning Teacher Salary</b>	\$51,550	\$54,215
<b>Mid-Range Teacher Salary</b>	\$83,475	\$86,843
<b>Highest Teacher Salary</b>	\$109,658	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$143,156	\$140,851
<b>Average Principal Salary (Middle)</b>	\$143,156	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$256,572	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	30.8%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	26	30	28