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

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Linda Verde Elementary School
Street	44924 N. 5th Street East
City, State, Zip	Lancaster, CA, 93535-2603
Phone Number	(661) 942-0431
Principal	Leslie Ruvalcaba
Email Address	ruvalcabal@lancsd.org
School Website	https://www.lancsd.org/LV
County-District-School (CDS) Code	19646676014708

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Linda Verde K-8 Dual Language Immersion School shines as a pioneer of educational innovation and inclusivity. Its unique dual language immersion program not only equips students with bilingual and biliterate skills but also fosters a profound cultural appreciation, preparing them to be well-rounded global citizens. The commitment to academic excellence, as outlined in the school's single school plan, ensures that students not only meet but often exceed state standards. Moreover, the school's dedication to equity and inclusivity ensures that all students, regardless of their backgrounds and needs, receive an equal opportunity to thrive in a supportive and nurturing environment.

This institution's progress monitoring is not just a formality; it's a dynamic process. Ongoing assessments and data analysis throughout the year enable the school to make timely adjustments to its teaching strategies and interventions, thereby ensuring that students remain on the path to success. With a strong focus on parent and community engagement, Linda Verde K-8 Dual Language Immersion School emphasizes the importance of collaborative involvement in shaping the educational journey of its students. The schoolwide programs offered, including cultural enrichment activities and inclusive education support, enrich the overall learning experience, making this school a truly remarkable place for students to grow academically and personally.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	82
Grade 2	75
Grade 3	70
Grade 4	99

Grade 5	94
Grade 6	44
Grade 7	44
Grade 8	44
Total Enrollment	657

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	0.3%
Black or African American	10.8%
Hispanic or Latino	85.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.5%
White	3%
English Learners	42.8%
Foster Youth	1.2%
Homeless	4.4%
Migrant	0.5%
Socioeconomically Disadvantaged	89.2%
Students with Disabilities	11.1%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.90	84.41	521.20	78.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.23	29.70	4.47	4205.90	1.53

Authorization/Assignment						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.68	42.70	6.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.60	3.55	12115.80	4.41
Unknown	2.20	5.63	48.10	7.23	18854.30	6.86
Total Teaching Positions	39.00	100.00	665.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	69.70	485.00	76.90	234405.20	84.00
Intern Credential Holders Properly Assigned	3.30	11.83	47.70	7.57	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	7.44	41.30	6.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	18.00	2.87	11953.10	4.28
Unknown	3.10	10.96	38.50	6.11	15831.90	5.67
Total Teaching Positions	28.40	100.00	630.70	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.80	2.10
Misassignments	1.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.10

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3	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)	6.3	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 Amplify Science / 2021	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: Shade covers for the playground area have been designed and are currently being quoted, once received construction will begin.

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

Year and month of the most recent FIT report	9/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	20	15	24	23	47	46
Mathematics (grades 3-8 and 11)	9	12	12	13	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	381	97.94	2.06	15.49
Female	205	200	97.56	2.44	13.50
Male	184	181	98.37	1.63	17.68
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	44	44	100.00	0.00	11.36
Filipino	0	0	0	0	0
Hispanic or Latino	324	316	97.53	2.47	14.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	134	127	94.78	5.22	3.15
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	0.00
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	345	337	97.68	2.32	13.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	49	98.00	2.00	12.24

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	389	387	99.49	0.51	12.47
Female	205	205	100.00	0.00	6.86
Male	184	182	98.91	1.09	18.78
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	44	44	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	324	322	99.38	0.62	12.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	56.25
English Learners	134	133	99.25	0.75	3.79
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	0.00
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	345	343	99.42	0.58	9.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	49	98.00	2.00	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.88	14.50	13.93	12.79	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded

All Students	133	131	98.50	1.50	14.50
Female	71	71	100.00	0.00	4.23
Male	62	60	96.77	3.23	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	112	110	98.21	1.79	12.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	43	42	97.67	2.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	121	98.37	1.63	11.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	25.00

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%
Grade 7	97%	97%	97%	97%	95%

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

At Linda Verde K-8 Dual Language Immersion School, we believe that parents are integral partners in their child's educational journey, and we offer a rich tapestry of organized opportunities for their involvement. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) provide parents with the chance to actively engage in decision-making processes and contribute to the academic success of all students. Parents can connect with Ms. Phinlang Lee our Family Ambassador or Adriana Rodriguez our PTO President, to explore how they can make a meaningful impact on our school community.

Our Parent-Teacher Organization (PTO) is the heartbeat of our school, fostering a strong connection between parents, teachers, and staff. The PTO organizes various events and activities that not only support school programs but also create a vibrant, engaged community. Additionally, our after-school clubs offer students a range of enriching experiences, and parents are encouraged to become involved in these clubs, either as participants or leaders, under the guidance of Mrs. Avilez our Assistant Principal. Lastly, our Parenting Partners Program, facilitated by Mrs. Phinlang Lee, empowers parents with valuable parenting skills and knowledge. These organized opportunities serve as a testament to our commitment to collaboration, ensuring that our students receive the best possible education in a nurturing and supportive environment. We encourage all parents to reach out to the respective coordinators and actively partake in these activities to make a positive impact on the educational journey of their children.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	674	202	30.0
Female	356	352	105	29.8
Male	325	322	97	30.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	0	0	0	0.0
Black or African American	77	76	27	35.5
Filipino	0	0	0	0.0
Hispanic or Latino	577	571	169	29.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	1	33.3
White	20	20	2	10.0
English Learners	292	290	91	31.4
Foster Youth	12	12	2	16.7
Homeless	34	33	18	54.5
Socioeconomically Disadvantaged	612	605	190	31.4
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	88	85	28	32.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.99	0.29	0.01	5.31	6.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0
Female	0.28	0
Male	0.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.3	0
Filipino	0	0
Hispanic or Latino	0.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.34	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.14	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	9	28	
1	17	18	21	
2	15	35	21	
3	18	30	21	
4	16	24	35	
5	17	32	35	
6	14	13	14	
Other	4	3		

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		4	
1	26		3	
2	25		3	
3	20	2	3	
4	22	2	3	
5	19	2	3	
6	20	2	14	

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	328.5

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.3
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	$13,303.22	$5,076.62	$8,226.60	$89,756.64
District	N/A	N/A	$7,792.09	$84,115
Percent Difference - School Site and District	N/A	N/A	19.6	-25.2
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	36.0	-28.8

Fiscal Year 2022-23 Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas and details the actions associated with meeting the specific needs of English Learners, foster, and low-income students. Before and after school tutoring for at-risk and EL students is available through Title I funding

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: Teacher Clarity, PLC+, Standards-Based Grading and Reporting, Structured Literacy, Data Analysis, Leadership Training, Writing Instruction, Coaching, Direct Instruction, Conceptual Development, Building Academic Vocabulary, Culturally Responsive Teaching and Learning (including Capturing Kids Hearts), Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include in-services during and after the work day as well as through site and district in-class and on-site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The school year calendar allows for 38 minimum days in which 27 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	26	30	28