El Dorado Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	El Dorado Elementary School
Street	361 East Pondera
City, State, Zip	Lancaster, CA, 93535-3012
Phone Number	661-942-8487
Principal	Todd Coleman
Email Address	colemant@lancsd.org
School Website	https://www.lancsd.org/eldorado
County-District-School (CDS) Code	19646676014682

2022-23 District Contact Information

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

2022-23 School Overview

El Dorado Elementary School Vision Statement: El Dorado Elementary School is committed to providing ALL of its students with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success in the 21st century and beyond. Our core values help students to Stay Safe, Own Their Behaviors, Act Respectfully, and Rise To Challenges which support the tenets of our academic and social-emotional learning goals.

El Dorado Elementary School subscribes to the Lancaster School District Focus:
1. Successful implementation of Common Core State Standards (CCSS) and 21st Century Teaching strategies resulting in increased student achievement.
2. Successful adoption of School Wide Positive Behavior Interventions and Supports (SWPBIS) resulting in increased positive school climate and culture.
3. Successful application of district-wide implementation systems, stages and strategies for effective and sustained programs will include two Signature Practices: Social-emotional

Learning through Capturing Kids Hearts/Second Step and Standards-based Instruction through the lens of Teacher Clarity. Additionally, Virtual Arts Performing Arts, Personal Learning Time and differentiated support through Multi-Tiered Systems of Support, Data-driven culture, Professional Learning Communities, Instructional Rounds and Lesson Studies will promote high student achievement and foster continued growth with each child.

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.

2022-23 School Overview

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, Computer Lab, 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 counselor. 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 five 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 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	101
Grade 2	132
Grade 3	123
Grade 4	124
Grade 5	96
Total Enrollment	710

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.1
Asian	0.7
Black or African American	31.7
Filipino	0.1
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.4
White	7.2
English Learners	17.9
Foster Youth	4.8
Homeless	4.4
Migrant	0.1
Socioeconomically Disadvantaged	94.8
Students with Disabilities	13.5

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)	21.90	76.16	521.20	78.33	228366.10	83.12
Intern Credential Holders Properly Assigned	2.70	9.47	29.70	4.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	7.36	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	2.00	6.97	48.10	7.23	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	81.67	485.00	76.90	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	11.00	47.70	7.57	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	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	2.00	7.33	38.50	6.11	15831.90	5.67
Total Teaching Positions	27.20	100.00	630.70	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.10	0.00

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.90	0.00

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

2022-23 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	11/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	21	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	12	N/A	33

2021-22 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	361	349	96.68	3.32	21.20
Female	168	163	97.02	2.98	26.38
Male	193	186	96.37	3.63	16.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	127	123	96.85	3.15	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	190	184	96.84	3.16	23.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	0.00
White	25	24	96.00	4.00	37.50
English Learners	69	65	94.20	5.80	18.46
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	10.53
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	337	326	96.74	3.26	19.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	70	97.22	2.78	8.57

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	351	98.04	1.96	16.81
Female	165	162	98.18	1.82	16.67
Male	193	189	97.93	2.07	16.93
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	126	123	97.62	2.38	5.69
Filipino	--	--	--	--	--
Hispanic or Latino	188	186	98.94	1.06	20.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	8.33
White	25	24	96.00	4.00	37.50
English Learners	69	69	100.00	0.00	15.94
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	5.00
Military	17	17	100.00	0.00	5.88
Socioeconomically Disadvantaged	334	328	98.20	1.80	15.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	70	97.22	2.78	5.71

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.75	NT	13.93	28.5	29.47

2021-22 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	102	102	100	0	12.75
Female	50	50	100	0	20
Male	52	52	100	0	5.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	37	100	0	5.41
Filipino	0	0	0	0	0
Hispanic or Latino	52	52	100	0	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	95	100	0	12.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100	0	0

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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	96.08	96.08	96.08	96.08	96.08

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.

2022-23 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 Todd Coleman/Martha Tarlton
- English Learner Advisory Committee - contact Natalie Bocanegra
- 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	921	833	469	56.3
Female	435	391	217	55.5
Male	486	442	252	57.0
American Indian or Alaska Native	2	1	0	0.0
Asian	7	5	1	20.0
Black or African American	315	285	179	62.8
Filipino	2	2	1	50.0
Hispanic or Latino	491	444	240	54.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	40	38	23	60.5
White	58	52	24	46.2
English Learners	156	139	74	53.2
Foster Youth	56	45	20	44.4
Homeless	81	65	46	70.8
Socioeconomically Disadvantaged	882	799	458	57.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	142	127	78	61.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.88	4.89	2.45
Expulsions	0.00	0.05	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.47	0.01	5.31	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.47	0.00
Female	2.30	0.00
Male	4.53	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.90	0.00
English Learners	1.28	0.00
Foster Youth	10.71	0.00
Homeless	1.23	0.00
Socioeconomically Disadvantaged	3.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.93	0.00

2022-23 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.

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	5	40	
1	22	5	40	
2	20	13	32	
3	20	13	32	
4	24	11	16	
5	20	12	24	
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	21	11	28	
1	23	5	35	
2	21	11	35	
3	23	12	28	
4	33	2		21
5	32	2		21
6				

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
6				

2021-22 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	710

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$14,114.47	$4,605.62	$9,508.84	$72,220.80
District	N/A	N/A		$84,123
Percent Difference - School Site and District	N/A	N/A	194.8	-15.2
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	36.2	-18.9

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,641
Mid-Range Teacher Salary	$80,847	$83,981
Highest Teacher Salary	$106,560	$107,522
Average Principal Salary (Elementary)	$139,524	$136,247
Average Principal Salary (Middle)	$139,524	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$241,584	$242,166
Percent of Budget for Teacher Salaries	31%	34%
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: 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	25	26	30