

New Vista Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	New Vista Middle School
Street	753 East Avenue K-2
City, State, Zip	Lancaster, CA, 93535-4797
Phone Number	661-726-4271
Principal	Torrey Johnson
Email Address	johnsonto@lancsd.org
School Website	https://www.lancsd.org/NV
Grade Span	6-8
County-District-School (CDS) Code	19646676113294

2024-25 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

2024-25 School Description and Mission Statement
<p>New Vista Middle School staff provide a warm, nurturing, and academic learning environment for all students in grades 6, 7 and 8. As students advance through their middle school years, they transition from two partner teachers in the sixth grade into a departmentalized setting in grades 7 and 8. The staff is committed to the success of each child through a variety of structured programs, enrichment activities, and intervention strategies. In addition to meeting our students' academic needs, NVMS has created a culture of connectedness amongst students and staff. These relationships are built through Capturing Kids' Hearts, ASB, Leadership, AVID, Band, Lunch Time Activities, Family Game Nights, Cultural Heritage events, and many other positive activities on campus. Students enjoy coming to school as evidenced by our attendance rates and survey data.</p>

2024-25 School Description and Mission Statement

To support student success at NVMS, the school implemented the Positive Behavior and Intervention Supports (PBIS) program in 2015. Within the program, our school utilizes ROAR: Respectful, take Ownership of actions and property, focus on Achievement, and are Responsible. Since this program has been in effect, our school has earned a Silver level of Implementation from the Los Angeles County Office of Education (LACOE). The following year, NVMS began a partnership with the Flippen Group, utilizing the EXCEL strategies of Capturing Kids' Hearts. These strategies have had a direct impact on our school culture, as well as student connections to their academic attainment. Additionally, these strategies help our students realize their goals and find ways in which to achieve.

These additional electives include, STEM classes (focusing on Science, Technology, Engineering, and Mathematics), Band, PLUS (Peer Leaders Uniting Students), Choir, Guitar, Art, Multimedia, Drama, Spanish I, Spanish II, Yearbook, Computer Literacy, Guided Study Hall, and Teacher Aide. Many of our students take advantage of extra and co-curricular activities on campus including sports, Campus Counselor Time, Robotics, GATE classes and enrichment activities, and CJSF (California Junior Scholastic Federation).

We are committed to the continual refinement of our electives in order to further enhance the academic and extracurricular programs at NVMS so that all students are proud to call themselves Tigers as we support their unique abilities to attend college and pursue the career of their dreams.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	317
Grade 7	313
Grade 8	308
Total Enrollment	938

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	1.6
Asian	0.9
Black or African American	38
Filipino	0.9
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.7
White	27.8
English Learners	12.5
Foster Youth	2.8
Homeless	4.9
Socioeconomically Disadvantaged	90.6
Students with Disabilities	18.1

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)	28.50	62.93	521.20	78.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	1.87	29.70	4.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.60	19.13	42.70	6.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.70	10.37	23.60	3.55	12115.80	4.41
Unknown/Incomplete/NA	2.50	5.68	48.10	7.23	18854.30	6.86
Total Teaching Positions	45.40	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)	26.80	62.74	485.00	76.90	234405.20	84.00
Intern Credential Holders Properly Assigned	6.90	16.32	47.70	7.57	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	9.41	41.30	6.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	2.97	18.00	2.87	11953.10	4.28
Unknown/Incomplete/NA	3.60	8.52	38.50	6.11	15831.90	5.67
Total Teaching Positions	42.80	100.00	630.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	52.73	494.30	76.27	231142.40	83.24
Intern Credential Holders Properly Assigned	4.90	11.51	36.30	5.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.40	21.72	71.50	11.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	4.27	6.10	0.95	11746.90	4.23
Unknown/Incomplete/NA	4.20	9.71	39.70	6.13	14303.80	5.15
Total Teaching Positions	43.30	100.00	648.00	100.00	277698.00	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	2022-23
Permits and Waivers	4.70	1.00	1.9
Misassignments	3.90	3.00	7.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	8.60	4.00	9.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.50	1.8
Local Assignment Options	2.70	0.70	0
Total Out-of-Field Teachers	4.70	1.20	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.50	7.7	18.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.90	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education 6 - 8 StudySync (adopted 2017, adoption ends June 2025)	Yes	0%
Mathematics	McGraw Hill Education 6 - 8 California Math (adopted 2016, adoption ended June 2024)	Yes	0%
Science	Amplify Science <ul style="list-style-type: none"> 7-8 (adopted spring 2020) 	Yes	0%
History-Social Science	McGraw Hill Education <ul style="list-style-type: none"> Impact (adopted spring 2019) Impacto (for DLI, adopted spring 2019) 	Yes	0%
Foreign Language	Holt McDougal <ul style="list-style-type: none"> Aveancemos! (adopted 2013, new adoption coming 2025) 		
Health	N/A		
Visual and Performing Arts	N/A		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

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

Deferred Maintenance Budget
 Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2023-24 school year, the district has budgeted \$2,683,000. for deferred maintenance projects.

Year and month of the most recent FIT report				11/02/2023
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New Construction Projects: A new HVAC system was installed over the locker rooms over summer break of 2024.
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			Deferred Maintenance Projects: Replacement of the roofs of the main building and gym are planned for summer break of 2025.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	14	14	23	23	46	47
Mathematics (grades 3-8 and 11)	5	5	13	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	950	912	96.00	4.00	13.69
Female	447	422	94.41	5.59	17.22
Male	503	490	97.42	2.58	10.66
American Indian or Alaska Native	14	13	92.86	7.14	0.00
Asian	--	--	--	--	--
Black or African American	360	347	96.39	3.61	8.14
Filipino	--	--	--	--	--
Hispanic or Latino	270	253	93.70	6.30	14.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	31	91.18	8.82	16.13
White	249	245	98.39	1.61	20.82
English Learners	106	96	90.57	9.43	4.21
Foster Youth	27	27	100.00	0.00	11.11
Homeless	71	59	83.10	16.90	5.17
Military	52	51	98.08	1.92	17.65
Socioeconomically Disadvantaged	865	829	95.84	4.16	13.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	168	96.00	4.00	1.19

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	952	926	97.27	2.73	5.19
Female	449	434	96.66	3.34	4.38
Male	503	492	97.81	2.19	5.91
American Indian or Alaska Native	14	14	100.00	0.00	7.14
Asian	--	--	--	--	--
Black or African American	361	349	96.68	3.32	0.86
Filipino	--	--	--	--	--
Hispanic or Latino	270	262	97.04	2.96	7.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	31	91.18	8.82	6.45
White	250	247	98.80	1.20	8.13
English Learners	106	105	99.06	0.94	3.81
Foster Youth	27	27	100.00	0.00	3.70
Homeless	71	64	90.14	9.86	4.69
Military	52	52	100.00	0.00	9.62
Socioeconomically Disadvantaged	867	843	97.23	2.77	4.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	168	96.00	4.00	1.19

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.69	5.42	12.79	12.24	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	302	93.79	6.21	5.32
Female	162	150	92.59	7.41	4.03
Male	160	152	95.00	5.00	6.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	121	114	94.21	5.79	1.75
Filipino	--	--	--	--	--
Hispanic or Latino	63	55	87.30	12.70	5.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	111	108	97.30	2.70	5.61
English Learners	32	31	96.88	3.12	3.23
Foster Youth	--	--	--	--	--
Homeless	20	15	75.00	25.00	6.67
Military	16	16	100.00	0.00	0.00
Socioeconomically Disadvantaged	288	268	93.06	6.94	4.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	51	92.73	7.27	1.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	72%	80%	86%	83%	87%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
<p>We continue to seek positive relationships and partnerships with our students, parents, and community in order to provide an optimal learning experience for all students. The following opportunities for involvement exist at New Vista Middle School:</p> <p>School Site Council African American Advisory Committee English Learner Advisory Committee Family/Community Involvement Committee Parent Volunteers</p> <p>There are numerous other ways to get involved in your child’s education. For further information, contact Torray Johnson or the school office at 661-726-4271.</p> <p>Parents may also get information about their student’s progress by accessing the Parent Portal to check on current grade status and assignment completion. Parent access codes are distributed at the beginning of the year. If you would like a copy of this code along with directions about accessing the program, please contact an administrator. Information about current events and other information about our school is available on the school’s website accessible through the Lancaster School District Website.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1124	1072	496	46.3
Female	539	517	259	50.1
Male	585	555	237	42.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	18	7	38.9
Asian	--	--	--	--
Black or African American	434	417	212	50.8
Filipino	--	--	--	--
Hispanic or Latino	324	300	143	47.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	41	24	58.5
White	281	273	103	37.7
English Learners	147	140	49	35.0
Foster Youth	45	39	16	41.0
Homeless	89	84	55	65.5
Socioeconomically Disadvantaged	1031	981	464	47.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	212	204	91	44.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
11.64	19.27	13.88	5.31	6.55	6.58	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.28	0	0.05	0.09	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.88	0.00
Female	13.91	0.00
Male	13.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.56	0.00
Asian	0.00	0.00
Black or African American	22.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.28	0.00
White	7.47	0.00
English Learners	7.48	0.00
Foster Youth	22.22	0.00
Homeless	15.73	0.00
Socioeconomically Disadvantaged	14.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.51	0.00

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	34	8	
Mathematics	21	18	20	1
Science	23	9	12	1
Social Science	23	10	12	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	24	18	
Mathematics	19	27	16	
Science	27	4	14	2
Social Science	26	5	15	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	23	14	3
Mathematics	21	18	11	2
Science	23	11	8	6
Social Science	24	9	16	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	938

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$106,632	\$7,869	\$9,017	\$89,745
District	N/A	N/A	\$8,729.53	\$94,539
Percent Difference - School Site and District	N/A	N/A	-11.0	-18.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-31.7	-20.0

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,674	\$58,553
Mid-Range Teacher Salary	\$90,153	\$93,924
Highest Teacher Salary	\$117,532	\$119,489
Average Principal Salary (Elementary)	\$141,783	\$149,898
Average Principal Salary (Middle)	\$146,037	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$248,400	\$270,432
Percent of Budget for Teacher Salaries	28.2	31.93
Percent of Budget for Administrative Salaries	4.84	5.62

Professional Development

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

Ongoing opportunities include in-services during and after the work day as well as through site and district in-class and on-site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The school year calendar allows for 37 minimum days in which 26 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	28	26