Hughes-Elizabeth Lakes
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	16633 Elizabeth Lake Rd. Lake Hughes, CA , 93532-1229	**Principal:**	Susan Denton, Superintendent/Principal
Phone:	(661) 724-1231	**Grade Span:**	TK-8

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.

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/.

About This School

Susan Denton, Superintendent/Principal

📍 Principal, Hughes-Elizabeth Lakes

Susan Denton, Superintendent/Principal as of November 2022

About Our School

Susan Denton
Superintendent-Principal
sdenton@heluesd.org

Contact

Hughes-Elizabeth Lakes
16633 Elizabeth Lake Rd.
Lake Hughes, CA 93532-1229

Phone: (661) 724-1231
Email: sdenton@heluesd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Hughes-Elizabeth Lakes Union Elementary
Phone Number	(661) 724-1231
Superintendent	Denton, Susan
Email Address	sdenton@heluesd.org
Website	http://helus.org

School Contact Information (School Year 2024–25)

School Name	Hughes-Elizabeth Lakes
Street	16633 Elizabeth Lake Rd.
City, State, Zip	Lake Hughes, CA , 93532-1229
Phone Number	(661) 724-1231
Principal	Susan Denton, Superintendent/Principal
Email Address	sdenton@heluesd.org
Website	http://helus.org
Grade Span	TK-8
County-District-School (CDS) Code	19646266014427

School Description and Mission Statement (School Year 2024–25)

VISION: "Providing an excellent education in an atmosphere that supports students as they develop into outstanding members of the community."

MISSION: "We at HELUS are dedicated to reaching the highest levels of achievement for all students. We will attain this goal through a total commitment to the ongoing success of each student and through open and honest communication within our school community."

Hughes-Elizabeth Lakes Union School with a current enrollment of 196 (as of 11/1/2024), serving students in transitional kindergarten through eighth grades and is located in the foothills of Northern Los Angeles County between Palmdale and Gorman. The school is nestled in the hillside between Lake Hughes and Lake Elizabeth at 16633 Elizabeth Lakes Road. The location is picturesque and offers a view that stretches from Sawmill Mountain in the west to Mount Baldy in the San Gabriel Mountains to the east. It serves the communities of Lake Hughes, Elizabeth Lake, Green Valley, and Pine Canyon.

Hughes-Elizabeth Lakes School has been awarded the honor of California Distinguished School for our instructional practices in 2010. In 2023, the District became a pilot district for the AVID Schoolwide program for small school districts. The one-school district has a strong family atmosphere and each child is individually guided towards academic and social success. The staff has been trained in Common Core Standards and students benefit from our best teaching practices. All buildings on the campus are handicap accessible. The

school offers a solid core instructional program guided by the California State Standards. The school district will celebrate 75 years in 2025 and is HELUS is the oldest school district in Antelope Valley.

Student Enrollment by Grade Level (School Year 2023–24)

Serving TK - 8th grade students

Grade Level	Number of Students
Kindergarten	35
Grade 1	11
Grade 2	21
Grade 3	21
Grade 4	20
Grade 5	22
Grade 6	24
Grade 7	19
Grade 8	23
Total Enrollment	196
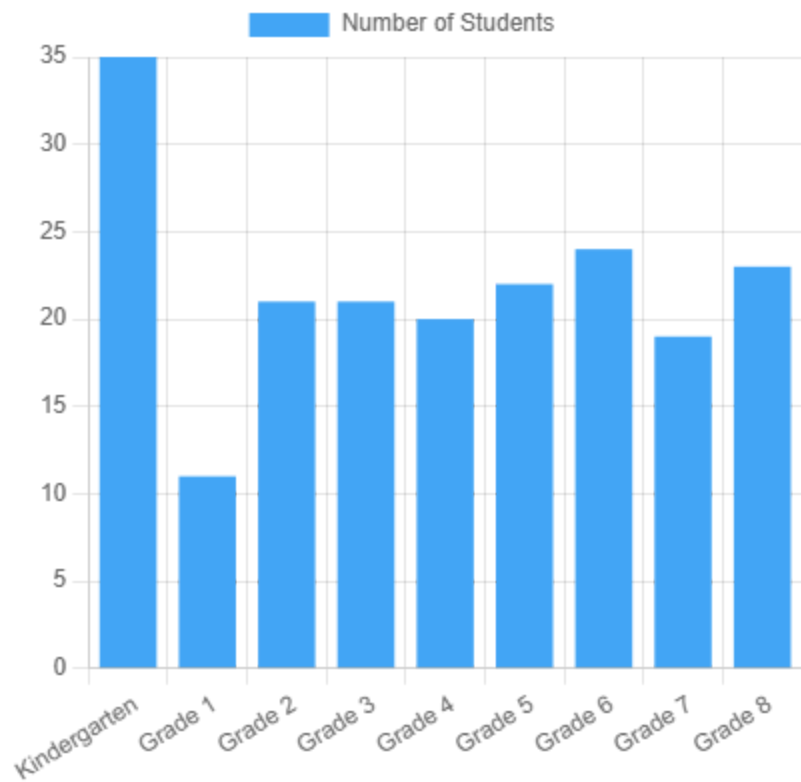
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.90%
Male	52.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	2.10%
Filipino	0.00%
Hispanic or Latino	41.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.30%
White	47.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	6.30%
Migrant	0.00%
Socioeconomically Disadvantaged	39.60%
Students with Disabilities	45.80%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	7.90	100.00%	7.90	100.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	7.90	100.00%	7.90	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.

Teacher Preparation and Placement (School Year 2021–22)

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)	6.80	77.48%	6.80	77.48%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	22.52%	2.00	22.52%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	8.80	100.00%	8.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	6.80	77.48%	6.80	77.48%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	22.52%	2.00	22.52%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
Total Teaching Positions	8.80	100.00%	8.80	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.

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	50%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All textbook adoptions meet the current common core standards and requirements for California.

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill adopted 2018	0
Mathematics	McGraw-Hill adopted 2018	0
Science	Amplify adopted 2022	0
History-Social Science	TK-5 Studies Weekly adopted 2023 6-8 SAVAAS adopted 2024	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The school is maintained by the custodial and maintenance staff. The school has a safety team that monitors conditions on campus and makes recommendations for improvements. All students are housed in safe classroom environments.

Many facility improvements were completed in 2023, including replacing carpet and removing asbestos in two classrooms, and replacing carpet in a 3rd classroom. The water tower was cleaned and refurbished. The cafeteria interior was refurbished including painted including walls and doors, new ceiling tiles, and restriping and waxing the floor. A new heating station was installed in the cafeteria kitchen. Trees were pruned and field soil testing was completed. All sprinkler systems were repaired and put in working order. Staff lounge kitchen and restroom were updated with flooring, cabinetry, plumbing fixtures and paint.

2024 included resurfacing and painting of the parking lots and driveways, upgrading the ovens in the kitchen, and general maintenance and repairs.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No active gas leaks, mechanical/HVAC or sewer issues
Interior: Interior Surfaces	Good	No major interior surface disrepair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No pest or vermin infestations, overall cleanliness is good.
Electrical: Electrical	Good	No major electrical concerns. All outlets and electrical appliances are in working order.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Aging restrooms and sinks are in good condition, however the external fountains need to be repaired.
Safety: Fire Safety, Hazardous Materials	Good	All hazardous materials are stored correctly and fire prevention measures are in place.
Structural: Structural Damage, Roofs	Good	No major structural damage or roof repairs needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	External playgrounds/school grounds, windows/doors/gates and fences are in good repair for aging facilities. The playgrounds need new sod on the fields.

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	61%	51%	61%	51%	46%	47%
Mathematics (grades 3-8 and 11)	41%	36%	41%	36%	34%	35%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	131	100.00%	0.00%	51.15%
Female	60	60	100.00%	0.00%	46.67%
Male	71	71	100.00%	0.00%	54.93%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	39	39	100.00%	0.00%	43.59%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	83	83	100.00%	0.00%	53.01%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	53	53	100.00%	0.00%	39.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	21.05%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	131	100.00%	0.00%	35.88%
Female	60	60	100.00%	0.00%	26.67%
Male	71	71	100.00%	0.00%	43.66%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	39	39	100.00%	0.00%	20.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	83	83	100.00%	0.00%	42.17%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	53	53	100.00%	0.00%	33.96%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	10.53%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	38.71%	40.00%	38.71%	40.00%	30.29%	30.73%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	45	100.00%	0.00%	40.00%
Female	26	26	100.00%	0.00%	30.77%
Male	19	19	100.00%	0.00%	52.63%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	38.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	28	28	100.00%	0.00%	42.86%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	44.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

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

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	96%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2024–25)

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 for the school district and each school site.

The Hughes Elizabeth Lakes Union Elementary School encourages parents and members of the community to be involved in the governance of the district and the school. The public is invited to attend and address the Board at monthly board meetings and public workshops where the public participation is desired.

The school has a very active Parent Teacher Association (PTA) that supports extra activities such as field trips and assemblies. All parents are welcomed and encouraged to become active members in this association. The PTA consistency maintains membership between 95%-100% of parents and staff. The PTA supports field trips for all grades, assemblies, graduation Magic Mountain trip for 8th grade, Science School for 6th grade and a variety of other programs. Without this involved parent group, our students may not be able to participate in these important events.

Parents have the opportunity to participate in school committees such as School Site Council, Parent Advisory Committee, and the HELUS Art Council. Parents are kept informed by a weekly communication newsletter called the Lion's Roar. The district website is kept up to date and is a good source of information for parents and the community, as well as through social media. Information is shared with parents through an automated phone call-out system, flyers, teacher communications and the local newspapers on occasion.

Hughes Elizabeth Lakes Union Elementary School is a central and vital part of the communities that surround it. The school is viewed by the community as a resource and is used for many events during the evening, weekends and summer. The community is extremely supportive of the school and the events that occur at the school. Community participation is welcomed.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	210	210	58	27.6%
Female	100	100	27	27.0%
Male	110	110	31	28.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	74	22	29.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	4	33.3%
White	119	119	30	25.2%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	98	98	33	33.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	5	17.9%

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.

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

Rate	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
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

School Safety Plan (School Year 2024–25)

The school safety plan is updated every school year. For the 204-25 school year, it was updated in October 2024. The staff reviewed the plan and the procedures to ensure the information was clear in the event of any emergency. Parents and community members were invited to a safety meeting to help them understand the procedures in the event of any emergency related to the school. Reminders of procedures such as evacuations, lockdown, are fire drills are routinely practices.

The Safety Committee used data on attendance, suspensions/expulsions, the school improvement plan and our LCAP Student Survey in writing the plan. The plan includes goals in the area of positive school climate for all students and emergency procedures in place for a crisis or disaster. The plan includes procedures for fire; general disasters; earthquake; bomb threats; lockdowns; bus accidents; off-site evacuation; and on-site student release. Each section contains signals, communication, and duties. Each staff member has a copy of the plan and various drills are practiced monthly throughout the school year. The Safety Committee consults with the local authorities including sheriff and fire departments on the safety plan and a copy is retained by the local authorities.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		1	
1	22.00		1	
2	24.00		1	
3				
4	25.00		1	
5				
6	17.00	1		
Other**	18.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	1	0	0
1	24.00	0	1	0
2	0.00	0	0	0
3	22.00	0	1	0
4	19.00	1	0	0
5	0.00	0	0	0
6	16.00	1	0	0
Other**	23.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2		
1				
2	17.00	1		
3	22.00		1	
4	21.00		1	
5	22.00		1	
6	25.00		1	
Other**	19.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development

Professional development days are outside of regular school days. Professional development workshops fall on contracted no-student days for staff or fall on additional weekends.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0