

# Hughes-Elizabeth Lakes Union Elementary School District

## 2022–23 School Accountability Report Card

### Reported Using Data from the 2022–23 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:** K-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 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.

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# About This School

## Susan Denton, Superintendent/Principal

📍 Principal, Hughes-Elizabeth Lakes Union Elementary School District

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### About Our School

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### Contact

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Hughes-Elizabeth Lakes Union Elementary School District  
16633 Elizabeth Lake Rd.  
Lake Hughes, CA 93532-1229

Phone: [\(661\) 724-1231](tel:6617241231)

Email: [sdenton@heluesd.org](mailto:sdenton@heluesd.org)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Hughes-Elizabeth Lakes Union Elementary
<b>Phone Number</b>	(661) 724-1231
<b>Superintendent</b>	Denton, Susan
<b>Email Address</b>	<a href="mailto:sdenton@heluesd.org">sdenton@heluesd.org</a>
<b>Website</b>	<a href="http://helus.org">http://helus.org</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Hughes-Elizabeth Lakes Union Elementary School District
<b>Street</b>	16633 Elizabeth Lake Rd.
<b>City, State, Zip</b>	Lake Hughes, CA , 93532-1229
<b>Phone Number</b>	(661) 724-1231
<b>Principal</b>	Susan Denton, Superintendent/Principal
<b>Email Address</b>	<a href="mailto:sdenton@heluesd.org">sdenton@heluesd.org</a>
<b>Website</b>	<a href="http://helus.org">http://helus.org</a>
<b>County-District-School (CDS) Code</b>	19646266014427

*Last updated: 1/10/24*

## School Description and Mission Statement (School Year 2023–24)

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 200 (as of 2/1/2024), serves 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

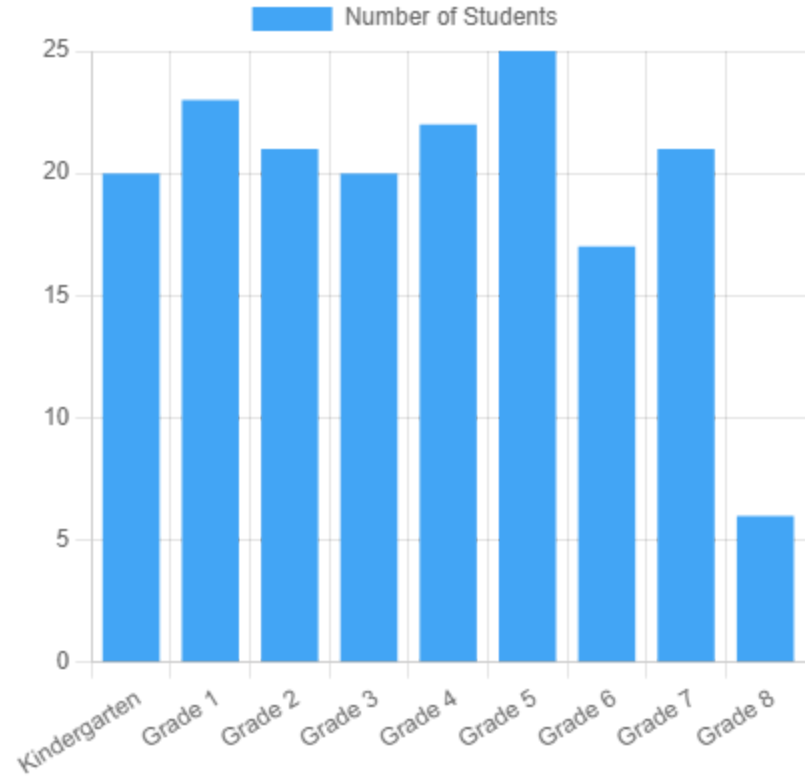
Schoolwide program for small school districts. We have a family atmosphere and each child is individually guided towards academic and social success. The school has increased in the 2023-24 school year to 10 classrooms and part-time special education teacher. The staff has been trained in Common Core 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. Our 70<sup>th</sup>-Year Anniversary was celebrated on October 10, 2020. HELUS is the oldest school district in Antelope Valley.

*Last updated: 1/10/24*

# Student Enrollment by Grade Level (School Year 2022–23)

Serving TK - 8th grade students

Grade Level	Number of Students
Kindergarten	20
Grade 1	23
Grade 2	21
Grade 3	20
Grade 4	22
Grade 5	25
Grade 6	17
Grade 7	21
Grade 8	6
Total Enrollment	175



Last updated: 1/10/24

# Student Enrollment by Student Group (School Year 2022–23)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	48.30%
Male	51.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.40%
Filipino	0.70%
Hispanic or Latino	31.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.40%
White	62.60%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	2.70%
Foster Youth	0.00%
Homeless	6.80%
Migrant	0.00%
Socioeconomically Disadvantaged	35.40%
Students with Disabilities	12.20%

## **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.

*Last updated: 1/10/24*



## 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.

*Last updated: 1/10/24*

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

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

*Last updated: 11/2/23*

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

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
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

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	50%
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%

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

*Last updated: 11/2/23*

## 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.

*Last updated: 1/10/24*

## 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: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No gas leaks. Planning to replace one HVAC in room 5.
<b>Interior:</b> Interior Surfaces	Good	Carpet replaced in 3 classrooms, two of which required asbestos removal. Staff lounge kitchen and restroom was updated with flooring, cabinetry, plumbing fixtures and paint. Routine maintenance includes replacing stained/damaged ceiling tiles in classrooms and interior spaces.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	Aging campus needs additional updates to exterior paint and pest control to prevent pest/vermin from entering buildings. New exterior trashcans are on order.
<b>Electrical:</b> Electrical	Good	Replacement of light pole on mid-campus hillside, due to storm damage. Adding exterior lighting in the bus yard.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	?Aging facilities, toilets, sinks and water fountains need to be replaced. ?
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Routine inspections and maintenance of the fire alarm systems and sprinklers.
<b>Structural:</b> Structural Damage, Roofs	Fair	Aging portables need condition assessments for resealing and seams to prevent roofing leaks. Exterior material on portables are negatively affected by wind and rain causing damage to wood and paint. Additionally, fascia throughout the school needs to be updated through refurbishment or repair. Winter storms have caused damage to roofing, fencing, wood structures, concrete, and brick.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground sand and woodchips scheduled to be turned over for cleanliness and evening surfaces. Regular inspection of school fencing to determine weather damages and repairs.

### Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Fair
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## 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 [CAA] 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. CAA 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 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  
 Grades Three through Eight and Grade Eleven taking and completed state-administered assessment  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	51%	61%	51%	61%	47%	46%
Mathematics (grades 3-8 and 11)	32%	41%	32%	41%	33%	34%

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 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.

*Last updated: 1/10/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered  
 assessment  
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	111	111	100.00%	0.00%	61.26%
Female	52	52	100.00%	0.00%	59.62%
Male	59	59	100.00%	0.00%	62.71%
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	36	36	100.00%	0.00%	52.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	68	68	100.00%	0.00%	64.71%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	51.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	30.77%

Note: 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.

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.

*Last updated: 1/8/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	111	111	100.00%	0.00%	41.44%
Female	52	52	100.00%	0.00%	32.69%
Male	59	59	100.00%	0.00%	49.15%
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	36	36	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	68	68	100.00%	0.00%	50.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	37.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%



<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	13	13	100.00%	0.00%	7.69%

Note: 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.

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.

*Last updated: 1/4/24*

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

<b>Subject</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Science (grades 5, 8, and high school)	33.33%	38.71%	33.33%	38.71%	29.47%	30.29%

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

*Last updated: 1/8/24*

**CAASPP Test Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	31	31	100.00%	0.00%	38.71%
Female	12	12	100.00%	0.00%	33.33%
Male	19	19	100.00%	0.00%	42.11%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	30.77%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	18	18	100.00%	0.00%	44.44%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	13	100.00%	0.00%	23.08%
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.

*Last updated: 1/8/24*

## 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 2022–23)

#### 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	91%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required 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.

*Last updated: 1/10/24*

## 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 2023–24)

Parents have numerous opportunities to become involved in school activities. These include attending school celebrations and events, such as Open House in the Fall, Halloween Parade, Veteran's Day Family Picnic, Winter Programs, Awards Assemblies, Family Education and Activity Nights. Parents may also volunteer to assist in the classroom, and many join our active Parent-Teacher Association. The PTA creates many family events including Fall Festival, Family Dances, helps with the Winter Program and Activity Nights. Parents may also serve on the School Site Council, Parent-Advisory Committee, and PTA Board. Informational meetings are held along with digital surveys to solicit parent input annually for the Local Control Accountability Plan (LCAP).

## State Priority: Pupil Engagement

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

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

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	184	184	56	30.4%
Female	85	85	24	28.2%
Male	99	99	32	32.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	2	2	1	50.0%
Filipino	1	1	1	100.0%
Hispanic or Latino	65	65	25	38.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	9	9	2	22.2%
White	106	106	26	24.5%
English Learners	5	5	1	20.0%
Foster Youth	0	0	0	0.0%
Homeless	10	10	4	40.0%
Socioeconomically Disadvantaged	65	65	28	43.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	23	23	6	26.1%

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.

Last updated: 1/10/24

### 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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Last updated: 1/8/24

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

*Last updated: 1/10/24*

## School Safety Plan (School Year 2023–24)

Our school safety plan is updated every school year. For the 2023-2024 school year, it will be updated in January 2024. The staff reviews the plan and the procedures to ensure the information was clear in the event of any emergency. Parents and community members are 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 school surveys 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.

*Last updated: 1/10/24*



## 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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1		
1	19.00	1		
2	16.00	1		
3	23.00		1	
4				
5				
6				
Other**	26.00		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 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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.

**Student Support Services Staff (School Year 2022–23)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.30

\* 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.

*Last updated: 1/8/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$75753.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/8/24*

**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.

<b>Measure</b>	<b>2021– 22</b>	<b>2022– 23</b>	<b>2023– 24</b>
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0

*Last updated: 1/10/24*