

Joshua Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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/>.

2025-26 School Contact Information

School Name	Joshua Elementary School
Street	43926 N. 2nd Street East
City, State, Zip	Lancaster, CA, 93535-4010
Phone Number	661-948-0743
Principal	Santiago Meza
Email Address	mezas@lancsd.org
School Website	https://jo.lancsd.org/
Grade Span	K-6
County-District-School (CDS) Code	19646676014690

2025-26 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

2025-26 School Description and Mission Statement

Our school is unique because Joshua Elementary, a preschool through 6th-grade school with an ESN program for students with special needs, is ALL IN for students, creating a collaborative culture that prioritizes academic excellence, personal growth, and social-emotional well-being. We empower learners with strong executive functioning skills, inclusive access to rigorous instruction, foundational reading development, and cross-curricular language experiences. Rooted in a belief that every student belongs, we build meaningful partnerships among educators, families, and students to cultivate confidence, curiosity, and a sense of purpose. As part of this commitment, we work closely with families to remove barriers that affect attendance, ensuring students can be present, engaged, and ready to learn each day. Our dedication is reflected in

2025-26 School Description and Mission Statement

measurable results: according to the California Dashboard, we have seen a 16-point increase in ELA, a 4.7-point decline in Math, a 32.4% increase in English Learner Progress, a 1% decline in Chronic Absenteeism, a 4.1% decline in our suspension rate, and a 2.1-point increase in Science. At the heart of our uniqueness is our one-of-a-kind Social Emotional Learning Lab (SELCL), which supports students at every grade level through the Zones of Regulation and a Restorative approach. The SELCL offers short-term lessons and long-term 4–6 week sessions during non-core time so students do not miss essential instruction. When deeper intervention is needed, students receive both behavioral and academic support, allowing them to regain regulation and reintegrate smoothly into class. Our SELCL model is guided by our seven CORE values—Kindness, Perseverance, Responsibility, Integrity, Respect, Responsiveness, and Safety—which shape expectations, support restorative practices, and help students access learning even when struggling behaviorally. In addition to the SELCL, our campus includes two Learning Intervention Labs that provide targeted support in math and language arts to ensure all students receive equitable learning opportunities across all content areas. Our school culture is strengthened by PBIS and Capturing Kids’ Hearts, which foster strong relationships and a positive, inclusive environment. Students are taught to SOAR—Show Kindness, Own Your Actions, Act Responsibly, and Respect Others—as a daily practice that guides behavior and decision-making. They also benefit from five ELEVO mentors who provide mentoring, regulation tools, and daily check-ins, while families are supported by a dedicated Family Ambassador and Community Liaison who help connect them to resources and strengthen home–school partnerships. Together, these systems create a transformative educational experience that equips every learner to thrive academically, emotionally, and socially.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	147
Grade 1	106
Grade 2	88
Grade 3	95
Grade 4	64
Grade 5	104
Grade 6	84
Total Enrollment	688

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.3
Non-Binary	0.3
American Indian or Alaska Native	0.9
Asian	0.6
Black or African American	36.6
Filipino	1.2
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.1
White	3.3
English Learners	14
Foster Youth	2.8
Homeless	10
Socioeconomically Disadvantaged	91.4
Students with Disabilities	22.5

A. Conditions of Learning

State Priority: Basic

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

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

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)	13.9	66.57	485	76.9	234405.2	84
Intern Credential Holders Properly Assigned	3	14.33	47.7	7.57	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	14.33	41.3	6.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18	2.87	11953.1	4.28
Unknown/Incomplete/NA	1	4.78	38.5	6.11	15831.9	5.67
Total Teaching Positions	20.9	100	630.7	100	279044.8	100

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)	15.9	76.18	494.3	76.27	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.76	36.3	5.6	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	16.67	71.5	11.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.1	0.95	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.38	39.7	6.13	14303.8	5.15
Total Teaching Positions	20.9	100	648	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16	72.73	471.3	72.44	230039.4	100
Intern Credential Holders Properly Assigned	5	22.73	31.9	4.91	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.55	103.7	15.94	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.7	1.34	12112.8	4.34
Unknown/Incomplete/NA	0	0	34.8	5.36	13705.8	4.91
Total Teaching Positions	22	100	650.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	3.00	3.5	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	3.5	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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	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>.

2025-26 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

November, 2025

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	Curriculum Associates - K-2 Ready Common Core Reading (adopted spring 2024) 2-5 Ready Common Core Writing (adopted spring 2024) 3-5 Magnetic Reading (adopted spring 2024) 6-8 SAVVAS myPerspectives (adopted spring 2025)	0%
Mathematics	Curriculum Associates - K-8 Ready Classroom Math (adopted spring 2024) OR McGraw Hill Education - K-5 MyMath (adopted 2016, adoption ends June 2025) 6 - 8 California Math (adopted 2016, adoption ends June 2025)	0%
Science	Twig Science (Imagine Learning) K-6 (adopted spring 2020)	0%
History-Social Science	McGraw Hill Education - Impact (adopted spring 2019) - Impacto (for DLI, adopted spring 2019)	0%

Foreign Language	Vista Higher Learning • Senderos (adopted 2025)	0%
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 facilities department 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 2024-25 school year, the district has budgeted \$2,683,000. for deferred maintenance projects.

Year and month of the most recent FIT report

October, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New Construction Projects: In 2025 a new play structure was installed in the Kindergarten playground.

School Facility Conditions and Planned Improvements

				A permanent shade structure is under contract for installation in the fall of 2025 for ELOP and site use. Deferred Maintenance Projects: A multi-year modernization project for all permanent buildings on campus was completed in 2024. Site improvements included the installation of synthetic turf in landscaped areas, new concrete flatwork, and asphalt seal coat enhancements.
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	9	13	23	24	47	48
Mathematics (grades 3-8 and 11)	4	4	13	14	35	37

2024-25 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	357	356	99.72	0.28	13.20
Female	192	192	100.00	0.00	10.94
Male	163	162	99.39	0.61	14.81
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	122	121	99.18	0.82	11.57
Filipino	--	--	--	--	--
Hispanic or Latino	197	197	100.00	0.00	14.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	5.26

White	14	14	100.00	0.00	21.43
English Learners	56	56	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	17.50
Military	14	14	100.00	0.00	35.71
Socioeconomically Disadvantaged	334	333	99.70	0.30	13.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	71	98.61	1.39	7.04

2024-25 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	357	356	99.72	0.28	4.21
Female	192	192	100.00	0.00	3.13
Male	163	162	99.39	0.61	5.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	122	121	99.18	0.82	0.83
Filipino	--	--	--	--	--
Hispanic or Latino	197	197	100.00	0.00	5.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	5.26
White	14	14	100.00	0.00	7.14
English Learners	56	56	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	2.50
Military	14	14	100.00	0.00	21.43

Socioeconomically Disadvantaged	334	333	99.70	0.30	4.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	71	98.61	1.39	4.23

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.17	5.77	12.24	14.06	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	104	99.05	0.95	5.77
Female	63	63	100.00	0.00	3.17
Male	40	39	97.50	2.50	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	33	32	96.97	3.03	3.13
Filipino	0	0	0	0	0
Hispanic or Latino	60	60	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	1.03	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
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 5	99.03%	99.03%	73.79%	99.03%	99.03%

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.
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2025-26 Opportunities for Parental Involvement Opportunities for Parental Involvement: Joshua Elementary values strong partnerships with families and offers multiple ways for parents to actively participate in school life. Organized opportunities for involvement include: Parent Workshops – These workshops provide parents with strategies and resources to support student learning at home and engage in school activities. School Site Council (SSC) – Parents can serve on the SSC to provide input on school goals, budget planning, and school improvement initiatives. English Language Advisory Council (ELAC) – Parents of English Learners can participate in ELAC to advise on programs and services that support English Learners. Parent Teacher Association (PTA) – The PTA coordinates events, fundraisers, and volunteer opportunities to support students and enhance school programs. African Advisory Council – Provides a forum for families to advocate for culturally responsive programming and engagement within the school community. After-School Community Events – Families can volunteer or attend events such as family nights, cultural celebrations, and student showcases. Family Community Council (FCC) – Offers opportunities for parents to collaborate with school staff to strengthen school-family partnerships and support student success. Contact Information For more information or to get involved, please contact: Santiago Meza Phone: (661) 948-0743
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2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	838	792	368	46.5
Female	420	402	171	42.5
Male	416	388	196	50.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	313	291	153	52.6
Filipino	--	--	--	--
Hispanic or Latino	420	400	172	43.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	50	29	58.0
White	31	31	11	35.5
English Learners	109	102	21	20.6
Foster Youth	32	29	8	27.6
Homeless	110	98	58	59.2
Socioeconomically Disadvantaged	780	738	348	47.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	212	203	106	52.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.9	6.74	2.63	6.55	6.58	4.28	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.09	0.05	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.63	0.00
Female	0.71	0.00
Male	4.57	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	4.47	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.66	0.00
White	0.00	0.00
English Learners	1.83	0.00
Foster Youth	0.00	0.00
Homeless	3.64	0.00
Socioeconomically Disadvantaged	2.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.36	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.

2025-26 School Safety Plan

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

- Child abuse reporting procedures
- Current status of school crime
- Disaster and emergency procedures (earthquake, fire, active shooter)
- Emergency response procedures
- Procedures for assessing and conducting tactical responses to criminal incidents
- Incident Command System (ICS) responsibilities
- Suspension/Expulsion policies and procedures
- Teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Discrimination and Harassment 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
- 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
- Grades 7+ protocol for opioid overdose
- Sudden Cardiac Arrest response procedures
- Instructional Continuity Plan
- 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.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	0
1	24	1	3	0
2	25	0	3	0
3	32	0	3	0
4	27	0	3	0
5	29	1	0	2
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	0
1	21	1	3	0
2	34	0	0	2
3	21	1	2	0
4	36	0	0	3
5	33	0	1	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	3	
1	21	2	3	
2	29		3	
3	24		4	
4	21	1	2	
5	17	2	4	
6	17	2	3	

2024-25 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	287

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,929	\$7,310	\$8,619	\$80,420
District	N/A	N/A	\$8,729.53	\$95,946
Percent Difference - School Site and District	N/A	N/A	-1.3	-16.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-22.2	-18.0

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,597	\$61,597
Mid-Range Teacher Salary	\$94,886	\$98,902
Highest Teacher Salary	\$129,113	\$126,340
Average Principal Salary (Elementary)	\$149,227	\$158,383
Average Principal Salary (Middle)	\$153,704	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$269,284	\$288,332
Percent of Budget for Teacher Salaries	27.38%	31.29%
Percent of Budget for Administrative Salaries	4.82%	5.38%

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 Multilingual Learners and at-risk students. High-quality, ongoing professional development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	26