

# York Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | York Elementary   |
| <b>Street</b>                            | 11838 South York Ave.   |
| <b>City, State, Zip</b>                  | Hawthorne, CA 90250   |
| <b>Phone Number</b>                      | (310) 675-1189  |
| <b>Principal</b>                         | Gina Cardillo   |
| <b>Email Address</b>                     | gcardillo@hawthorne.k12.ca.us                                     |
| <b>School Website</b>                    | <a href="https://www.hsdnyork.org/">https://www.hsdnyork.org/</a> |
| <b>County-District-School (CDS) Code</b> | 1964592 6014013   |

## 2023-24 District Contact Information

|                         |                                |
|-------------------------|--------------------------------|
| <b>District Name</b>    | Hawthorne School District      |
| <b>Phone Number</b>     | (310) 676-2276                 |
| <b>Superintendent</b>   | Dr. Brian Markarian            |
| <b>Email Address</b>    | bmarkarian@hawthorne.k12.ca.us |
| <b>District Website</b> | www.hawthorne.k12.ca.us        |

## 2023-24 School Description and Mission Statement

Safety ...Trust... Achievement...Respect. Our goal is for students to achieve a lifelong desire for learning within a safe environment that is built on trust and respect. This vision is at the heart of York School's mission for our TK-5, "SuperStar" students. As a true, diverse learning community, we aim to provide a well-rounded, academic environment that prepares our students to achieve academically, develop and grow socially and emotionally, and emerge as community-conscious, lifelong learners. Our school plan encompasses goals of increasing students' reading fluency and reading comprehension, deepening students' understanding and application of mathematical concepts, increasing English language development of our English learners, especially in the area of vocabulary, and promoting and fostering a positive and safe school climate and environment. As principal of York School and along with our dedicated and talented school staff, we partner with our school families to educate, support, and guide our students along the path to becoming successful, SuperStar scholars, and we use various measures and indicators such as site and district-based assessments and state-wide assessments, student and family participation counts, and parent surveys and evaluations to monitor our progress towards meeting our goals. As recipients of the Gold Ribbon Award and Title I Achievement Award from the California Department of Education, and Silver Recognition for implementation of the PBIS framework, we continue to provide programs focused on project-based learning, arts education, family engagement opportunities, and positive behavior supports and interventions for our students. As a school community, our ultimate goal is to maximize each of our student's potential to achieve educational excellence, and we realize that through our combined, team efforts, we can work towards achieving this goal for every one of our York scholars.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 90                 |
| Grade 1          | 84                 |
| Grade 2          | 67                 |
| Grade 3          | 79                 |
| Grade 4          | 75                 |
| Grade 5          | 76                 |
| Total Enrollment | 471                |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 44.6%                       |
| Male                                | 55.4%                       |
| American Indian or Alaska Native    | 0.4%                        |
| Asian                               | 1.1%                        |
| Black or African American           | 17%                         |
| Filipino                            | 0.6%                        |
| Hispanic or Latino                  | 76%                         |
| Native Hawaiian or Pacific Islander | 1.1%                        |
| Two or More Races                   | 0.8%                        |
| White                               | 2.3%                        |
| English Learners                    | 29.3%                       |
| Foster Youth                        | 1.1%                        |
| Homeless                            | 1.1%                        |
| Socioeconomically Disadvantaged     | 73.5%                       |
| Students with Disabilities          | 16.6%                       |

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 24.60         | 96.10          | 340.50          | 93.66            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.30            | 0.09             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.10            | 0.04             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.00          | 3.90           | 14.10           | 3.89             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 8.30            | 2.30             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 25.60         | 100.00         | 363.60          | 100.00           | 274759.10    | 100.00        |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 25.60         | 93.99          | 346.70          | 91.72            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.80            | 0.22             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.50          | 1.83           | 7.80            | 2.08             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.10          | 0.51           | 6.70            | 1.79             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.00          | 3.66           | 15.80           | 4.19             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 27.30         | 100.00         | 378.00          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    | 0.00    |
| Misassignments   | 0.00    | 0.50    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.50    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.10    |
| Local Assignment Options                               | 1.00    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 1.00    | 0.10    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 3.1     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's list of standards-based materials adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 11, 2023, the Hawthorne School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees also adopted Resolution #9 to certify as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-2024 school year, the Hawthorne School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

October 2023

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption                 | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b>      | 2009 SRA/McGraw-Hill; 2017 Benchmark Education Co.: Benchmark Advance        | Yes                         | 0%   |
| <b>Mathematics</b>                | 2009 Harcourt: HSP Math; 2015 Pearson: enVisionMATH                          | Yes                         | 0%   |
| <b>Science</b>                    | 2020 McGraw Hill: California Inspire Science                                 | Yes                         | 0%   |
| <b>History-Social Science</b>     | 2017 California Studies Weekly   | Yes                         | 0%   |
| <b>Health</b>                     | 2006 Harcourt Houghton Mifflin   | Yes                         | 0%   |
| <b>Visual and Performing Arts</b> | Art: 2007 SRA/McGraw Hill; Music: 2005, 2008 Edition Pearson, Scott Foresman | Yes                         | 0%   |

## School Facility Conditions and Planned Improvements

The Hawthorne School District takes great efforts to ensure that all schools are clean, safe, and functional. The district's Maintenance Department inspects each school site on an annual basis using the Facility Inspection Tool (FIT) developed by the State of California OPSC to identify unsafe or hazardous conditions and improvement needs. Deficiencies noted in the FIT were corrected immediately by either site custodial or district maintenance staff. The results of the FIT are available at the school site and at the district office. The district passed Measure HSD in November 2018 and will use inspection results to prioritize facilities and infrastructure upgrades and improvements to ensure bond dollars are used wisely. Bond projects completed district-wide include: HVAC replacement, roofing, asphalt and slurry coating, and new flooring at multiple sites.

York Elementary School's original facilities were built in 1950. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. Site custodial and district maintenance staff utilize a work order process to ensure that repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority. The custodian inspects the grounds and facilities for safety hazards or other conditions that require attention prior to the start of the school day. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

October 2023

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|--|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           | cluttered  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |  |
| <b>Electrical</b>  | X         |           |           | lights covered, air freshener, space heater, microwave, electrical outlet plate cracked, lights out, fridge, water kettle, electrical cord under carpet, daisy chain, coffee machine, fabric on lights |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           | sink drains slow   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           | fire extinguisher out of date, fire extinguisher not signed  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Subject  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 38             | 39             | 40               | 41               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 30             | 40             | 29               | 31               | 33            | 34            |



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 237                     | 233                  | 98.31                 | 1.69                      | 39.06                          |
| <b>Female</b>  | 109                     | 106                  | 97.25                 | 2.75                      | 44.34                          |
| <b>Male</b>  | 128                     | 127                  | 99.22                 | 0.78                      | 34.65                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 43                      | 43                   | 100.00                | 0.00                      | 39.53                          |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 182                     | 179                  | 98.35                 | 1.65                      | 37.43                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 65                      | 61                   | 93.85                 | 6.15                      | 14.75                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 205                     | 203                  | 99.02                 | 0.98                      | 39.90                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 37                      | 37                   | 100.00                | 0.00                      | 10.81                          |

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 237                     | 237                  | 100.00                | 0.00                      | 40.08                          |
| <b>Female</b>  | 109                     | 109                  | 100.00                | 0.00                      | 40.37                          |
| <b>Male</b>  | 128                     | 128                  | 100.00                | 0.00                      | 39.84                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 43                      | 43                   | 100.00                | 0.00                      | 34.88                          |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 182                     | 182                  | 100.00                | 0.00                      | 40.11                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 65                      | 65                   | 100.00                | 0.00                      | 30.77                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 205                     | 205                  | 100.00                | 0.00                      | 42.44                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 37                      | 37                   | 100.00                | 0.00                      | 5.41                           |

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 23.81          | 32.88          | 20.79            | 20.70            | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

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

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 84               | 84            | 100.00         | 0.00               | 30.95                   |
| <b>Female</b>  | 34               | 34            | 100.00         | 0.00               | 26.47                   |
| <b>Male</b>  | 50               | 50            | 100.00         | 0.00               | 34.00                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 12               | 12            | 100.00         | 0.00               | 41.67                   |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 68               | 68            | 100.00         | 0.00               | 27.94                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | 0                | 0             | 0              | 0                  | 0                       |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 23               | 23            | 100.00         | 0.00               | 8.70                    |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 70               | 70            | 100.00         | 0.00               | 31.43                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 16               | 16            | 100.00         | 0.00               | 12.50                   |

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 100%                             | 100%   | 100%  | 100%  | 100%                        |

## 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.

#### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, and/or attending school-wide events.

Parents stay informed about upcoming events and school activities through flyers (PeachJar), the school marquee, the school website, School Messenger phone blasts and emails, the weekly bulletin, school handbooks, parent meetings, workshops, and the Family Resource Center.

Parent involvement opportunities included the following: English Learner Advisory Council (ELAC), District English Learner Advisory Council (DLAC), School Site Council (SSC), Back-to-School Night, Open House, School Spirit Days and Performance Assemblies, Trimester Awards assemblies, Literacy and Math Nights, Monthly Parent Workshops, Library, recess, and lunchtime supervision, crosswalk support, and Positive Behavior Awards distribution. Parents can contact the school office at (310) 675-1189 for more information on how to become involved in their child's learning environment.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 530                   | 508                                     | 165                       | 32.5                     |
| Female  | 232                   | 222                                     | 60                        | 27.0                     |
| Male  | 298                   | 286                                     | 105                       | 36.7                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 1                     | 1                                       | 0                         | 0.0                      |
| Asian   | 5                     | 5                                       | 1                         | 20.0                     |
| Black or African American                     | 99                    | 93                                      | 30                        | 32.3                     |
| Filipino                                      | 5                     | 3                                       | 2                         | 66.7                     |
| Hispanic or Latino                            | 396                   | 383                                     | 123                       | 32.1                     |
| Native Hawaiian or Pacific Islander           | 5                     | 5                                       | 4                         | 80.0                     |
| Two or More Races                             | 4                     | 4                                       | 3                         | 75.0                     |
| White   | 13                    | 12                                      | 2                         | 16.7                     |
| English Learners                              | 155                   | 149                                     | 39                        | 26.2                     |
| Foster Youth                                  | 7                     | 7                                       | 3                         | 42.9                     |
| Homeless                                      | 6                     | 6                                       | 3                         | 50.0                     |
| Socioeconomically Disadvantaged               | 463                   | 444                                     | 145                       | 32.7                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 99                    | 97                                      | 43                        | 44.3                     |

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

| 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           | 0.81           | 1.13           | 0.04             | 3.51             | 4.18             | 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          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 1.13             | 0               |
| Female  | 0                | 0               |
| Male  | 2.01             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 4.04             | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0.25             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0.65             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 1.3              | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

## 2023-24 School Safety Plan

The Comprehensive School Safety Plan is developed in consultation with the district office, law enforcement, and fire officials to fulfill Senate Bill 187 requirements. Components of this plan include Child abuse reporting procedures, disaster response procedures, suspension and expulsion policies and procedures, procedures for teacher notification of dangerous pupils, discrimination and harassment policies, dress code policies, procedures for safe arrival and departure from school, and disciplinary rules and procedures specific to our school. The safety plan also includes action plans for creating a caring and connected school climate and a physical environment that communicates respect for learning. York Elementary's safety plan was discussed at a public meeting on January 25, 2024, and approved by School Site Council on February 22, 2024.

## 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.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 14                 | 3                                    | 2                                     |                                     |
| 1           | 15                 | 2                                    | 3                                     |                                     |
| 2           | 17                 | 2                                    | 2                                     |                                     |
| 3           | 16                 | 2                                    | 3                                     |                                     |
| 4           | 19                 | 2                                    |                                       | 1                                   |
| 5           | 18                 | 2                                    | 3                                     |                                     |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 9                  | 7                                    | 1                                     |                                     |
| 1           | 7                  | 7                                    | 2                                     |                                     |
| 2           | 8                  | 7                                    | 3                                     |                                     |
| 3           | 11                 | 6                                    | 1                                     |                                     |
| 4           | 10                 | 6                                    | 2                                     |                                     |
| 5           | 11                 | 4                                    | 2                                     |                                     |

## 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                 | 3                                    | 3                                     | 0                                   |
| 1           | 17                 | 2                                    | 3                                     | 0                                   |
| 2           | 20                 | 1                                    | 2                                     | 0                                   |
| 3           | 16                 | 2                                    | 3                                     | 0                                   |
| 4           | 15                 | 3                                    | 0                                     | 1                                   |
| 5           | 19                 | 2                                    | 1                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 7                  | 1                                    | 0                                     | 0                                   |

## 2022-23 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 |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 471   |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$12,317.81                  | \$2,321.17                          | \$9,996.64                            | \$91,736.00            |
| <b>District</b>                                      | N/A                          | N/A                                 | \$3,809.90                            | \$97,610               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 89.6                                  | -6.2                   |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$89,574               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 27.1                                  | 2.4                    |



## Fiscal Year 2022-23 Types of Services Funded

For the 2022-2023 school year, Hawthorne School District spent an average of \$17,784.09 of total general funds to educate each student (based on 2022-2023 unaudited financial statements and in accordance with calculations defined in Education Code §41372). In addition to general funds received from the state, Hawthorne School District receives funds from state and federal categorical programs and local sources that are used to support and assist students. Programs and services include but are not limited to Literacy and Math coaches; Specialized STEM education, afterschool enrichment, and intervention classes; Dean of Students, Counselors; attendance support and intervention; bullying prevention and other social-emotional learning programs; medical services; and parental involvement.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$53,732        | \$54,215                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$88,518        | \$86,843                                     |
| <b>Highest Teacher Salary</b>                        | \$113,613       | \$111,440                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$140,795       | \$140,851                                    |
| <b>Average Principal Salary (Middle)</b>             | \$140,795       | \$147,065                                    |
| <b>Average Principal Salary (High)</b>               | \$146,159       | \$142,189                                    |
| <b>Superintendent Salary</b>                         | \$259,380       | \$252,466                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 33.38%          | 33.16%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.53%           | 5.15%  |

## Professional Development

During the 2020-2021, 2021-2022, and 2022-2023 school years, York School held staff development training for certificated and classified instructional staff devoted to strengthening instruction, student learning, and student support in the following areas: English Language Arts (Benchmark Advance program), Mathematics (Savvas/Pearson program), Unique Learning Systems, Next Generation Science Standards, supporting English learners, distance learning technology, small group/intervention support, supporting/assisting special education students, and Positive Behavior Support. In addition to the previously stated professional development offerings, during the 2020-2021 academic school year, increased professional development sessions are being offered in the area of distance learning technology and supplemental programs that are being used to support increased student learning.

Decisions concerning the selection of staff development activities are made by the principal, special projects teacher, counselor, psychologist, and site teachers who utilize tools and methods for program effectiveness. Classroom observations, data, the school plan, and our Needs Assessment determine the areas in which additional professional development may enhance classroom instruction and student support and increase student achievement levels. York School supports ongoing professional growth throughout the year during before and after-school workshops, collaborative coaching facilitated by academic coaches and site administration, peer mentoring sessions, and grade-level and team collaboration meetings.

- PowerTeacher Pro
- Preparing for Success with EL's
- Second Step: Social-Emotional Learning
- Arts Integration: Benchmark Advance Unit #5
- Substance Abuse
- ELA-Writing
- Math-Formative Assessment Strategies
- EL-Scaffolding Writing for EL's
- STEM-Supporting Students in Science
- STEM- Connecting Language and Science
- Mental Health
- Footsteps2Brilliance Overview and Refresher for Teachers New to Footsteps to Brilliance
- Footsteps2Brilliance Phonics and the Science of Reading
- Footsteps2Brilliance Writing with Footsteps to Brilliance
- ELA: Preparing for Success with ELA
- STEM: Connecting Life Science and Benchmark Advance
- Math: Preparing for Success with Math

For the 2022-23 school year, York School provided 16 full-day professional development sessions and 18 partial-day professional development sessions.

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

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 48      | 42      | 41      |