

Zela Davis Elementary School

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

School Name	Zela Davis Elementary School
Street	13435 South Yukon Ave.
City, State, Zip	Hawthorne
Phone Number	3106791771
Principal	Miguelina Lopez
Email Address	mlopez@hawthorne.k12.ca.us
School Website	https://zde-hsd-ca.schoolloop.com/
County-District-School (CDS) Code	19645926014039

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message:

Welcome to Zela Davis School's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents and the community with valuable information about our instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Zela Davis firmly believes in the highest academic expectations for our students. We ensure our school provides a welcoming and safe environment. Students are actively involved in their academic learning. They are instructed in positive values and the principles of self-discipline. Zela Davis encourages positive behavior and employs a Positive Behavior Intervention and Supports (PBIS) model and Capturing Kids' Hearts to assist students in meeting these high expectations.

Zela Davis School has a long history of academic achievement. In 2016, Zela Davis was designated a "Gold Ribbon School" by the State of California. Our school also received the federal designation of "Title I Academic Achievement School." Additionally, Zela Davis School's Project Lead The Way (PLTW) STEM Program was recognized as California's 2017 LAUNCH School of the Year. In 2019, three Zela Davis students were keynote speakers at the Project Lead The Way conference in Anaheim, CA. In 2022, Zela Davis was awarded the 2022 California Pivotal Practices Award from the California Department of Education for implementing innovative practices in our Social Emotional Learning and Olweus Bullying Prevention Programs.

Zela Davis is planning to build upon these achievements for the 2023-2024 school year. Zela Davis continues to work with Bud Carson Middle School to continue implementing a comprehensive STEM program that spans from Transitional Kindergarten to Eighth Grade. Our goal is to foster a sense of creativity and experimentation and to develop an engineering mindset in every student. We look forward to promoting academic success and social-emotional wellbeing growth for all students in the 2023-2024 school year.

Mission Statement

To maximize each student's potential to achieve educational excellence and social-emotional wellbeing.

School Vision

A diverse community of lifelong learners who excel and positively contribute to an advancing global society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	160
Grade 1	140
Grade 2	154
Grade 3	135
Grade 4	161
Grade 5	138
Grade 6	4
Grade 7	4
Grade 8	3
Total Enrollment	899

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.2%
Asian	1.6%
Black or African American	30.3%
Filipino	1.3%
Hispanic or Latino	61.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.9%
White	1.3%
English Learners	23.5%
Foster Youth	0.6%
Homeless	0.1%
Socioeconomically Disadvantaged	69.7%
Students with Disabilities	8.9%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.70	97.90	340.50	93.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.10	14.10	3.89	12115.80	4.41
Unknown	0.00	0.00	8.30	2.30	18854.30	6.86
Total Teaching Positions	47.70	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.30	94.61	346.70	91.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.22	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.13	7.80	2.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.30	6.70	1.79	11953.10	4.28
Unknown	1.30	2.96	15.80	4.19	15831.90	5.67
Total Teaching Positions	46.90	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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

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
Reading/Language Arts	2009 SRA/McGraw-Hill; 2017 Benchmark Education Co.: Benchmark Advance	Yes	0%
Mathematics	2009 Harcourt: HSP Math; 2015 Pearson: enVisionMATH	Yes	0%
Science	2020 McGraw Hill: California Inspire Science	Yes	0%
History-Social Science	2017 California Studies Weekly	Yes	0%
Health	2006 Harcourt Houghton Mifflin	Yes	0%
Visual and Performing Arts	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.

Zela Davis 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			stained ceiling tiles,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			water bug in sink, cluttered, messy, not vacuumed, gum in sink,
Electrical		X		daisy chain, personal heater, fridge, lights out, air freshener, needs air purifier, coffee maker,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			hand dryer not working, floor slippery, urine smell, loose faucet, hand drier doesn't work, urine stains on toilet seat, sink not working, drinking fountain not working, drinking fountain low water pressure,
Safety: Fire Safety, Hazardous Materials	X			fire extinguisher not signed, spray bottle not labeled,
Structural: Structural Damage, Roofs	X			ceiling tiles missing, ceiling tiles have holes, cracked ceiling tiles, wrapped ceiling tile,
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	32	32	40	41	47	46
Mathematics (grades 3-8 and 11)	28	36	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
All Students	453	433	95.58	4.42	31.87
Female	200	189	94.50	5.50	35.45
Male	253	244	96.44	3.56	29.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	131	127	96.95	3.05	37.80
Filipino	--	--	--	--	--
Hispanic or Latino	285	269	94.39	5.61	27.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	63.64
White	--	--	--	--	--
English Learners	104	92	88.46	11.54	7.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	397	385	96.98	3.02	31.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	38	80.85	19.15	0.00

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
All Students	453	439	96.91	3.09	35.54
Female	200	192	96.00	4.00	36.46
Male	253	247	97.63	2.37	34.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	131	127	96.95	3.05	39.37
Filipino	--	--	--	--	--
Hispanic or Latino	285	275	96.49	3.51	33.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	--	--	--	--	--
English Learners	104	98	94.23	5.77	16.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	397	390	98.24	1.76	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	38	80.85	19.15	2.63

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
Science (grades 5, 8 and high school)	21.34	15.67	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
All Students	142	138	97.18	2.82	15.22
Female	66	65	98.48	1.52	16.92
Male	76	73	96.05	3.95	13.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	35	34	97.14	2.86	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	95	92	96.84	3.16	9.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	33	97.06	2.94	3.03
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	121	100.00	0.00	15.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	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.

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: 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	96%	96%	96%	96%	96%

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 key components of students' educational success. Zela Davis School is committed to a partnership between the home and the school. When parents are actively involved in their child's education, students achieve educational excellence and social-emotional wellbeing.

Parents are encouraged to be involved in their child's education by assisting students with their homework, participating in decision-making groups, and attending school parent conferences, workshops, and events. Parents stay informed on upcoming events and school activities through weekly emails, newsletters, school marquee postings, school website, and SchoolMessenger (automated telephone message delivery system). Contact the principal, the assistant principal, or any school office staff member at (310) 679-1771 for more information on how to become more involved in your child's learning environment.

Opportunities to Volunteer:
Parent Center and classrooms

Committees:
English Learner Advisory Council and the School Site Council

School Events:
Back to School Night, Trunk or Treat, Fall Parade, Literacy Night, Math Night, STEM Super Saturday, Open House, Parent Education Workshops, Student Recognition Assemblies, HPA (Hawthorne Parent Academy for TK-K parents), PBIS/Capturing Kids' Hearts Assemblies and Workshops, Parent Conferences, Mental Health and Safety Workshops, and Technology Workshops.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	989	953	343	36.0
Female	455	442	157	35.5
Male	534	511	186	36.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	15	15	4	26.7
Black or African American	308	293	92	31.4
Filipino	12	12	3	25.0
Hispanic or Latino	600	583	221	37.9
Native Hawaiian or Pacific Islander	8	6	1	16.7
Two or More Races	22	20	8	40.0
White	13	13	9	69.2
English Learners	237	228	68	29.8
Foster Youth	15	12	3	25.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	853	832	293	35.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	99	53	53.5

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	1.25	0.71	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	0.71	0
Female	0.44	0
Male	0.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.62	0
Filipino	0	0
Hispanic or Latino	0.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.42	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.7	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. Zela Davis' safety plan was discussed at a public meeting on February 23, 2024, and considered for approval by School Site Council on February 23, 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	24	1	6	
1	21	1	6	
2	20	2	7	
3	20	2	6	
4	25	2		2
5	25	2		5
6	2	2		

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	19	3	6	
1	15	4	6	
2	14	9	1	
3	17	4	6	
4	18	4	4	
5	14	7	5	
6	2	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	27	0	6	0
1	23	1	5	0
2	22	1	6	0
3	23	1	5	0
4	27	1	3	0
5	27	1	1	3
6	2	2	0	0
Other	3	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
Pupils to Academic Counselor	599.33

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

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
School Site	\$12,317.81	\$2,321.17	\$9,996.64	\$91,736.00
District	N/A	N/A	\$3,809.90	\$97,610
Percent Difference - School Site and District	N/A	N/A	89.6	-6.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	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
Beginning Teacher Salary	\$53,732	\$54,215
Mid-Range Teacher Salary	\$88,518	\$86,843
Highest Teacher Salary	\$113,613	\$111,440
Average Principal Salary (Elementary)	\$140,795	\$140,851
Average Principal Salary (Middle)	\$140,795	\$147,065
Average Principal Salary (High)	\$146,159	\$142,189
Superintendent Salary	\$259,380	\$252,466
Percent of Budget for Teacher Salaries	33.38%	33.16%
Percent of Budget for Administrative Salaries	5.53%	5.15%

Professional Development

All training and curriculum development activities at Zela Davis School revolve around the California State Standards. During the 2020-2021, 2021-2022, 2022-2023 school years, Zela Davis School held staff development training devoted to:

- Gradual Release/Differentiated Instruction in ELA and Math
- English Language Arts Common Core Implementation
- Instructional Strategies for English Learners
- Intervention Strategies for EL and At-Risk Students
- Math and English Learner Overview
- Math Language Support for English Learners
- Science, Technology, Engineering, and Mathematics (STEM) Strategies
- Positive Behavior Intervention and Support (PBIS)
- English Language Arts Curriculum
- Culturally Linguistic Responsive Teaching and Behavior Intervention Strategies
- Olweus Bullying Prevention Program

Administrators perform decisions concerning the selection of staff development activities, the literacy coach, the math coach, the special projects teacher, and the teaching staff using tools such as state assessment results, district benchmark results, teacher surveys, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Zela Davis School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade-level teams to analyze data to identify areas of need. Teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Professional Development

During the 2020-2021, 2021-2022, and 2022-2023 school years, Zela Davis School's teachers had the opportunity to attend the following events hosted by the Hawthorne Unified School District:

- Gradual Release/Differentiated Instruction
- Adapting Science Resources for STEM
- Differentiating Foundational Skills for Mini-Lessons and Small Groups
- Providing Purposeful Collaboration: Monitoring & Support
- English Language Development (ELD), Understanding the Needs of LTEL's
- Math and English Learner Pedagogy
- enVision Mathematics/Using Math Manipulatives
- Footsteps to Brilliance
- Google Docs and Google Classroom Training
- Technology Training to enhance to student learning and engagement during online learning
- Classroom Management Using PBIS Strategies
- 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

Zela Davis School supports new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

For the 2022-23 school year, Zela Davis Elementary 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
Number of school days dedicated to Staff Development and Continuous Improvement	48	42	41