

Academia Charter Lazear
Informe de Responsabilidad Escolar 2024-25
Informado utilizando datos del año escolar 2024-25
Departamento de Educación de California

DIRECCIÓN: 824 29th Ave.
Oakland, CA, 94601-2205

Principal: Kaitlin Friedman, directora

Teléfono: (510) 689-2018

**Rango de
grados:** K-8

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

- Para obtener más información sobre los requisitos del SARC y acceder a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE (<https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

Acceso a Internet

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kaitlin Friedman, Principal

📍 Principal, Lazear Charter Academy

About Our School

Lazear Charter Academy is a TK-8th STEAM (Science, Technology, Art, Engineering and Math) school striving to build the academic skills, mindsets, values, and habits of success that our students will need to navigate the complexities of the future. We recognize that we live in a world of increasing technological, economic, environmental and social change, requiring a set of emerging skills to navigate successfully. Information is multiplying at an accelerated pace, while the realization of our interdependence becomes more pronounced. We live in a time that requires great flexibility and great creativity. Citizens of the millennium must have a strong foundation of knowledge and skills to engage in the evolving world of ideas and must be able to analyze and synthesize this information. They must have a strong sense of curiosity and engagement in the world and the creative intelligence and self-confidence to take action.

Lazear students experience a nurturing environment with friendly staff who want to ensure that they grow academically, socially, and emotionally in order to be prepared for success in a constantly evolving world. Lazear's school community is made up of highly qualified teachers and staff dedicated to improving the learning outcomes of children in Oakland. We also have engaged and active parents and families who work together with our school to build students' confidence, ability, and skills. Our students look forward to exciting learning opportunities, being held to high expectations, working towards lofty goals, and growing to be the educated citizens and leaders of this community for tomorrow.

Contact

Lazear Charter Academy
824 29th Ave.
Oakland, CA 94601-2205

Phone: [\(510\) 689-2018](tel:5106892018)
Email: cdelazear@efcps.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email Address	superintendent@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2025–26)

School Name	Lazear Charter Academy
Street	824 29th Ave.
City, State, Zip	Oakland, CA , 94601-2205
Phone Number	(510) 689-2018
Principal	Kaitlin Friedman, Principal
Email Address	cdelazear@efcps.net
Website	http://www.efcps.org
Grade Span	K-8
County-District-School (CDS) Code	01100176002000

School Description and Mission Statement (School Year 2025–26)

At Lazear Charter Academy we ignite students creativity, passion, and innovative problem solving skills by using Science, Technology, Engineering, Art, and Math to tackle relevant problems facing our community and the world. Students will graduate Lazear with superior academic, technology, communication, and social skills prepared to pursue and attain any opportunity they desire in the complex and demanding realities of the 21st century.

Values: What do we care about? What drives our decisions and daily actions?

- Ganas: We set goals and persevere through challenges and failure to see success academically and personally.
- Responsibility: We take ownership over our own actions, learning and personal success. We advocate for what we need to be successful and come prepared. We try to understand and engage in the world around us and take initiative to support the wellbeing of everyone in our community.
- Empathy: When encountering a new or challenging situation, we are able to put ourselves in someone else's shoes, understand their perspective, and take that into consideration in our interactions with others. We treat others as we want to be treated.
- Team: We only succeed when we all succeed. We support and care for all members of our community and work in true partnership with families and community members. We come together to joyously celebrate traditions and moments of triumph, and to discuss our collective responsibility for hard realities.

Habits of Success: What habits do we exhibit daily to reflect our values and build skills?

- Striving towards goals: We set and take actions daily to help achieve our academic and personal goals. We see and celebrate our progress along the way and problem solve when we face roadblocks.

- Fail Forward: We take chances every day and see our mistakes as opportunities to learn. We know we can be successful at school and failure is a part of achieving that success.

- Manage Impulsivity: We take our time! We think before we act, we remain calm, thoughtful and deliberate in our choices.

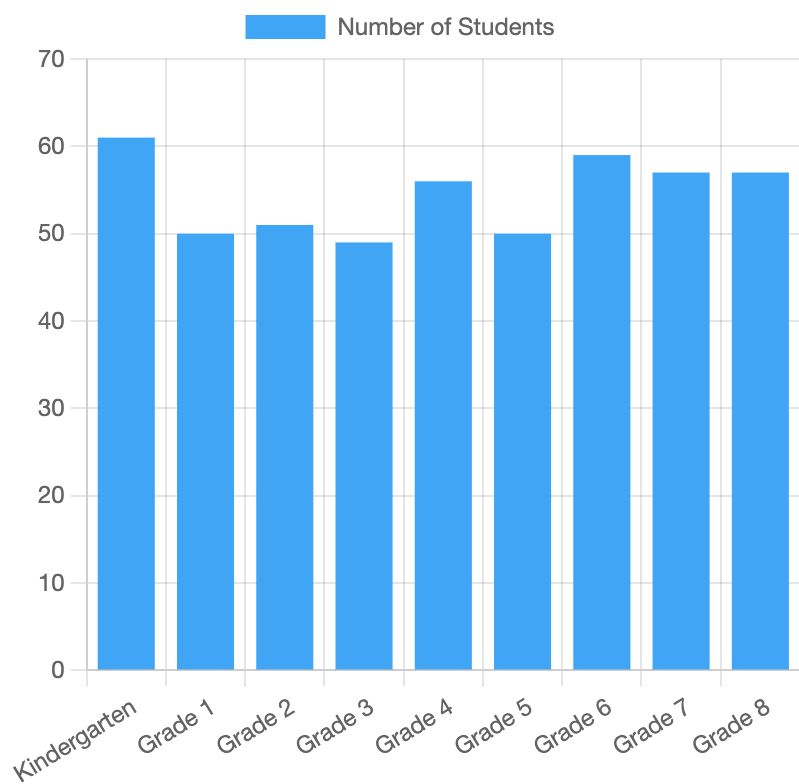
- Creating, imagining and innovating: Learning is continuous and fun, and we seek out new opportunities to learn and grow. We try different ways to solve problems we may have never tried before.

- Critical consciousness: We are part of this world and it is our responsibility to understand our place within that world, listen to others, positively contribute to our community, and advocate for ourselves and others.

- Taking ownership: It is up to us to be ready to learn and positively contribute to our community. We are supportive of our peers to ensure they also feel safe, supported and cared for in our community.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	61
Grade 1	50
Grade 2	51
Grade 3	49
Grade 4	56
Grade 5	50
Grade 6	59
Grade 7	57
Grade 8	57
Total Enrollment	490



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	51.60%	English Learners	39.00%
Male	48.40%	Foster Youth	0.40%
Non-Binary	0.00%	Homeless	0.40%
American Indian or Alaska Native	0.80%	Migrant	0.00%
Asian	1.60%	Socioeconomically Disadvantaged	66.70%
Black or African American	6.10%	Students with Disabilities	16.00%
Filipino	1.40%		
Hispanic or Latino	87.10%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.40%		
White	2.00%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	52.50%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	5.00%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.50	32.50%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	10.00%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	20.00	100.00%	213.70	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	60.00%	106.80	50.11%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.00	10.00%	12.30	5.78%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	25.00%	50.40	23.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.00%	37.90	17.79%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	5.60	2.65%	14303.80	5.15%
Total Teaching Positions	20.00	100.00%	213.20	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

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)	9.00	45.00%	86.80	44.94%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.00	15.00%	9.10	4.72%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	20.00%	51.20	26.52%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	20.00%	41.80	21.66%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	4.10	2.15%	13705.80	4.91%
Total Teaching Positions	20.00	100.00%	193.20	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	2	3.00
Misassignments	6.50	3	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	6.50	5	4.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.00	1	4.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	2.00	1	4.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	48.8%	32.5%	18.60%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.9%	18.6%	18.60%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fishtank Learning, 2024 (most recent)	0
Mathematics	Eureka, 2017 (most recent)	0
Science	Uplevel and Twig, 2021 (most recent)	0
History-Social Science	Fishtank Learning, 2024 (most recent)	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	Teacher-created, 2014 (most recent)	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Lazear Charter School has served the Oakland community for over 107 years. The school is centrally located between Interstate 880 and 29th Avenue, with the 29th Avenue and 23rd Avenue bridges providing convenient access from surrounding neighborhoods. While Lazear shares its corner with a busy commercial complex, strong collaboration and safety planning have allowed the campus to remain a safe and secure learning environment for students and families.

During the summer months, the school prioritizes maintenance in high-use areas to ensure the facility remains well-maintained and welcoming. Lazear continues to benefit from a bright, beautifully remodeled campus that includes updated classrooms, administrative offices, a playground, field, quad, and a multipurpose room that serves nearly 500 families. The facilities team ensures that all repairs are completed in a timely manner, and monthly facilities walkthroughs are conducted to monitor campus conditions and safety.

According to the most recent Facility Inspection Tool (FIT) assessment conducted on July 11, 2025, Lazear Charter School received an Exemplary rating, indicating that the overall condition of the facility is in excellent standing. The facilities team promptly addresses any identified repair needs to maintain the functionality and safety of the campus. In addition, the custodial team takes great pride in maintaining a clean, safe, and welcoming environment for students, staff, and families.

Monthly facilities walkthroughs are led by the Site Operations Manager in collaboration with the custodial team to ensure the campus consistently meets good standing standards for safety, cleanliness, and overall condition.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: July 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	good	
Interior: Interior Surfaces	good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	good	
Electrical: Electrical	good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	good	
Safety: Fire Safety, Hazardous Materials	good	
Structural: Structural Damage, Roofs	good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	42%	47%	49%	51%	47%	48%
Mathematics (grades 3-8 and 11)	29%	36%	42%	45%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	322	98.17%	1.83%	46.89%
Female	172	168	97.67%	2.33%	48.21%
Male	156	154	98.72%	1.28%	45.45%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00%	0.00%	37.5%
Filipino	--	--	--	--	--
Hispanic or Latino	281	276	98.22%	1.78%	46.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	117	96.69%	3.31%	22.22%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	288	283	98.26%	1.74%	44.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	58	100.00%	0.00%	18.97%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	326	99.39%	0.61%	35.89%
Female	172	171	99.42%	0.58%	33.92%
Male	156	155	99.36%	0.64%	38.06%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00%	0.00%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	281	279	99.29%	0.71%	34.41%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	121	100.00%	0.00%	16.53%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	288	286	99.31%	0.69%	34.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	58	100.00%	0.00%	15.52%

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

participated in both assessments.

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

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

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

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	28.32%	44.95%	0.00%	0.00%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	109	100.00%	0.00%	44.95%
Female	47	47	100.00%	0.00%	42.55%
Male	62	62	100.00%	0.00%	46.77%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00%	0.00%	45.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100.00%	0.00%	18.18%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	96	100.00%	0.00%	44.79%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	21	100.00%	0.00%	0.00%

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	98%	100%	100%	100%	100%

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Lazear is a collaborative, caring community where all adults work together in the best interests of students. Families are continuously engaged both in their student's classroom and the school community as a whole through regular home/school communication, attendance at school meetings and events, and involvement in their child's learning. A number of engagement opportunities for parents exist at the site including volunteering, involvement in site committees, parent conferences, participation in school-wide events, and family workshops. Parents are encouraged to become school volunteers. The Family Leadership Council meets monthly to provide input relating to student achievement and program quality. Regular school events allow parents to learn more about what is happening at their school site including Back to School Night, Family Nights, STEAM Expos, and celebrations. In order to learn more about how you can become involved in the Lazear community, please contact Rocio Gonzalez, Parent Coordinator, at rgonzalez@efcps.net.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	502	48	9.6%
Female	264	259	25	9.7%
Male	247	243	23	9.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	35	33	7	21.2%
Filipino	--	--	--	--
Hispanic or Latino	439	434	40	9.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	201	197	25	12.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	444	434	45	10.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	82	11	13.4%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.45%	1.84%	1.17%	2.19%	2.30%	2.17%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.02%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17%	0.00%
Female	0.38%	0.00%
Male	2.02%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.86%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.14%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.35%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.16%	0.00%

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

School Safety Plan (School Year 2025–26)

Lazear Charter School maintains a Comprehensive School Safety Plan that is reviewed, revised, and updated annually in accordance with California state requirements, including the March 1 adoption deadline. The Safety Plan is reviewed with all staff at the beginning of each school year during an August professional development session prior to the first day of instruction.

The most recent Comprehensive School Safety Plan for Lazear Charter School was finalized on: February 5, 2025, and approved by our Board on February, 20, 2025.

The Safety Plan addresses school site safety programs, procedures for complying with applicable school safety laws, and disaster, emergency, and crisis response procedures. It includes protocols for routine safety practices such as student supervision, emergency drills, and basic first aid, as well as emergency response procedures for incidents including fire, earthquake, environmental hazards, armed intruder or attack scenarios, and serious illness or accidents.

In alignment with California Education Code requirements, the school conducts required safety drills—including fire, earthquake, and lockdown drills—on a monthly basis and/or as otherwise required throughout the school year to ensure students and staff are prepared to respond appropriately in the event of an emergency.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	0
1	22.00	0	2	0
2	23.00	0	2	0
3	24.00	0	2	0
4	27.00	0	2	0
5	26.00	0	2	0
6	0.00			
Other**	0.00			

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

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	2	
1	26.00		2	
2	21.00		2	
3	26.00		2	
4	24.00		2	
5	30.00		2	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	1	
1	25.00		2	
2	26.00		2	
3	25.00		2	
4	28.00		2	
5	25.00		2	
6				
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	0	6	0
Mathematics	27.00	0	6	0
Science	27.00	0	6	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		6	
Mathematics	28.00		6	
Science	28.00		6	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		6	
Mathematics	29.00		6	
Science	29.00		6	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	0.01
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	3.00
Other**	4.39

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21197.35	\$7818.56	\$13378.78	\$71007.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	20.03%	-29.23%

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

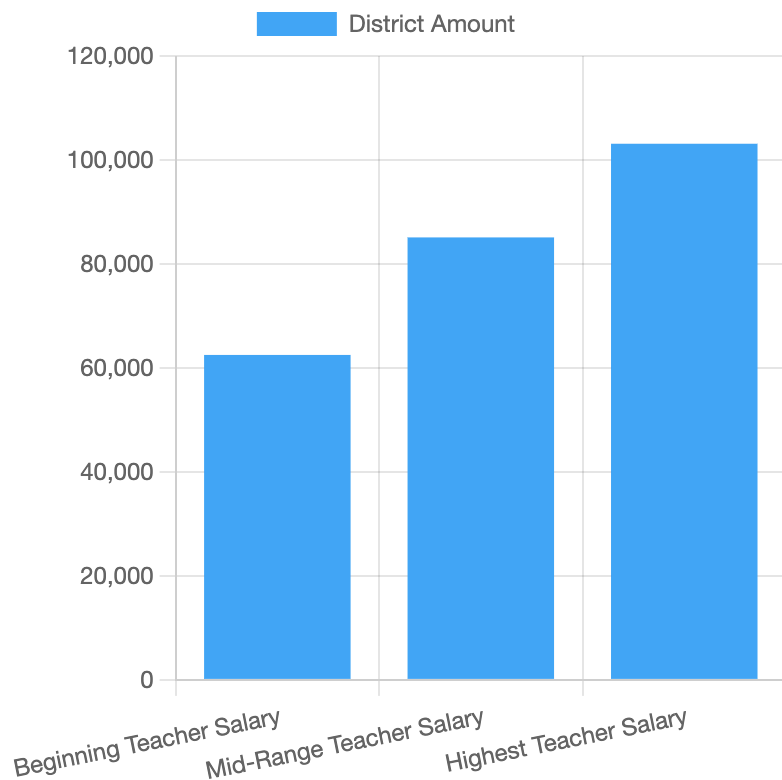
Types of Services Funded (Fiscal Year 2024–25)

Lazear Charter Academy is intentional to ensure that resources (both financial and personnel) are allocated to support student learning and an enhanced school experience for students and their families. As such, Lazear strategically allocates resources to provide small class sizes, strong Common Core aligned curriculum, professional development and coaching support for teachers, after school programming and other extracurricular activities for students, and staffing so students can engage in Art, Physical Education, and Science & Engineering instruction throughout the week. Lazear also provides a tiered system of academic, behavioral, and clinical resources to help students who need additional intervention support to reach their educational goals.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62500.00	--
Mid-Range Teacher Salary	\$85106.00	--
Highest Teacher Salary	\$103122.00	--
Average Principal Salary (Elementary)	\$123139.00	--
Average Principal Salary (Middle)	\$123139.00	--
Average Principal Salary (High)	\$123139.00	--
Superintendent Salary	\$228000.00	--
Percent of Budget for Teacher Salaries	21.92%	--
Percent of Budget for Administrative Salaries	10.85%	--

Para obtener información detallada sobre los salarios, consulte la página web de salarios y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/> .



Desarrollo profesional

Medida	2023– 24	2024– 25	2025– 26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	14	14	14