

Lazear Charter Academy
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

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

Principal: Kaitlin Friedman

Phone:

**Grade
Span:**

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Kaitlin Friedman

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:
Email: cbo@efcps.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Alameda County Office of Education
Phone Number	
Superintendent	Monroe, L.K.
Email Address	lkmonroe@aco.org
Website	www.efcps.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/27/23

School Description and Mission Statement (School Year 2022–23)

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.

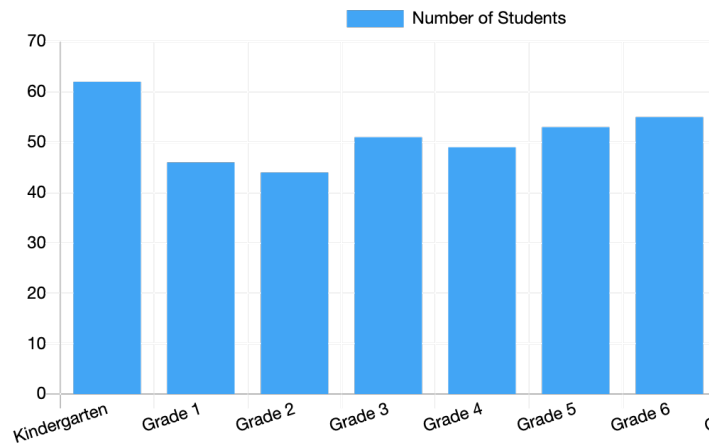
Habits of Success: What habits do we exhibit daily to reflect our values and build skills?

- 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.

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	62
Grade 1	46
Grade 2	44
Grade 3	51
Grade 4	49
Grade 5	53
Grade 6	55
Grade 7	49
Grade 8	60
Total Enrollment	469



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/27/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	54.20%
Male	45.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	0.90%
Black or African American	3.40%
Filipino	1.10%
Hispanic or Latino	91.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	1.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	52.70%
Foster Youth	0.00%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	65.90%
Students with Disabilities	14.00%

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 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.40	72.45	115.90	57.84	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.00	3.00	1.50	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.00	41.00	20.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	14.95	38.90	19.45	12115.80	4.41
Unknown	0.40	2.45	1.40	0.71	18854.30	6.86
Total Teaching Positions	20.00	100.00	200.40	100.00	274759.10	100.00

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

Last updated: 1/27/23

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/27/23

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

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

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	2.90	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.50	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	AF Lit Study, EL Achieve, Center for Collaborative Classroom, Uplevel	Yes	0%
Mathematics	Eureka, Reflex	Yes	0%
Science	Uplevel, Twig	Yes	0%
History-Social Science	History Alive, Teacher-created units, Uplevel	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	Teacher-created	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/30/23

School Facility Conditions and Planned Improvements

Lazear has been in Oakland for over 107 years. This is our second year with a bright beautiful remodeled facility that includes new classrooms, offices, a playground, a field, a quad, and a multipurpose room that serves to almost 500 families. Our facilities team makes sure all repairs are done in a timely manner. Lazear sits between I-880 and 29th Avenue. The 29th and 23rd avenue bridges have made access to Lazear easy from any avenue. Lazear shares its corner with a very busy commercial complex. We all collaborated together to get through construction and improvements and are really excited for our community. During summer, we dedicate time to heavily used areas and make sure we keep our building looking like new.

Last updated: 1/30/23

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: January 2023

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: January 2023

Overall Rating	Exemplary
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Last updated: 1/30/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	42%	N/A	46%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	18%	N/A	34%	N/A	33%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Note: 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.

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

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

Last updated: 1/30/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	314	99.37	0.63	42.04
Female	172	172	100.00	0.00	50.58
Male	144	142	98.61	1.39	31.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	287	286	99.65	0.35	42.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	141	100.00	0.00	24.11
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	224	99.56	0.44	36.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	9.80

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

Note: 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.

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

Last updated: 1/30/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	314	99.37	0.63	19.52
Female	172	171	99.42	0.58	20.75
Male	144	143	99.31	0.69	18.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	287	286	99.65	0.35	19.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	141	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	224	99.56	0.44	14.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	52	100.00	0.00	4.08

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

Note: 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.

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

Last updated: 1/30/23

**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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	23.21	0.00		28.72	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/30/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100.00	0.00	23.21
Female	63	63	100.00	0.00	20.63
Male	49	49	100.00	0.00	26.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	105	105	100.00	0.00	22.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	47	47	100.00	0.00	4.26
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	13.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

Note: 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.

Last updated: 1/31/23

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 2021–22)
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 Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	100%
7	98%	98%	98%	96%	100%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/30/23

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 2022–23)

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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	478	140	29.3
Female	264	260	68	26.2
Male	223	218	72	33.0
American Indian or Alaska Native	2	2	1	50.0
Asian	7	4	1	25.0
Black or African American	18	18	4	22.2
Filipino	5	5	3	60.0
Hispanic or Latino	439	434	128	29.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	12	11	1	9.1
English Learners	263	259	69	26.6
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	411	406	125	30.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	70	20	28.6

Last updated: 1/31/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.20%	1.41%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.54%	4.52%	0.02%	2.97%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/27/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.52	0.00
Female	2.27	0.00
Male	7.17	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	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	4.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.16	0.00

Last updated: 1/27/23

School Safety Plan (School Year 2022–23)

The Lazear Safety Plan was reviewed, and revised on August 1, 2022. The Safety plan was also discussed with faculty upon the beginning of the school year that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. The safety plan includes procedures for regular occurrences such as drills, basic first aid, and supervision schedules and expectations. It also includes emergency procedures and responsibilities for emergencies including earthquake, fire, environmental hazard, armed intruder or attack, or serious illness accident. We also have a safety Plan and Guidelines for staff and students around COVID-19 Protocols.

Last updated: 1/30/23

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 2019-20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	1	2	
1	24.00		2	
2	26.00		2	
3	25.00		2	
4	27.00		2	
5	23.00		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 2020-21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	2	
1	24.00		2	
2	24.00		2	
3	25.00		2	
4	27.00		2	
5	26.00		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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	
1	23.00		2	
2	22.00	1	1	
3	26.00		2	
4	25.00		2	
5	27.00		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 2019–20)

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 2020–21)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	1.03
Resource Specialist (non-teaching)	3.00
Other	8.25

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13706.65	\$3861.34	\$9845.31	\$72046.63
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference	N/A	N/A	49.32%	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
- School Site and State				

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

Last updated: 1/30/23

Types of Services Funded (Fiscal Year 2021–22)

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.

Last updated: 1/30/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/30/23