

# Lazear Charter Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

### 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.



## Sarah Morrill and Jennifer Koelling, Co-Principals

Principal, Lazear Charter Academy

### About Our School

At Lazear Charter Academy, 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 accelerating 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 constantly 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.

First and foremost, a 21st Century Learner possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of Reading/Language Arts, Mathematics, Science, and Social Studies. But to be truly competitive and prepared for success in a constantly evolving world, our children must also be:

- Technologically and academically capable young people who are prepared to succeed and compete with their peers when they move on from Education for Change Public Schools
- Self-motivated, self-aware, and confident learners with a high level of resilience who strive for excellence
- Critical thinkers who know how to solve problems, make informed decisions and generally navigate life in the 21st century
- A powerful, culturally-competent and positive citizen of the world
- Collaborative team players who can both facilitate and participate in collective efforts
- Fit young people who are able to make good choices to maintain a healthy and safe life

Most importantly, Lazear Charter Academy is committed to helping its students recognize the importance of, and their personal responsibilities to, their communities. Ultimately, we intend our school to be a vehicle for community empowerment and development. The Lazear Charter Academy children of today will grow to be the educated citizens and leaders of this community tomorrow.

### Contact

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

Phone: 510-689-2018  
E-mail: [smorrill@efcps.net](mailto:smorrill@efcps.net)



## About This School

### Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) |  |
|--|--|
| <b>District Name</b>                               | Alameda County Office of Education                       |
| <b>Phone Number</b>                                | (510) 887-0152   |
| <b>Superintendent</b>                              | L Karen Monroe   |
| <b>E-mail Address</b>                              | <a href="mailto:lkmonroe@acoe.org">lkmonroe@acoe.org</a> |
| <b>Web Site</b>                                    | <a href="http://www.acoe.org">http://www.acoe.org</a>    |

| School Contact Information (School Year 2016-17) |   |
|--|---|
| <b>School Name</b>                               | Lazear Charter Academy  |
| <b>Street</b>                                    | 824 29th Ave.   |
| <b>City, State, Zip</b>                          | Oakland, Ca, 94601-2205                                       |
| <b>Phone Number</b>                              | 510-689-2018  |
| <b>Principal</b>                                 | Sarah Morrill and Jennifer Koelling, Co-Principals            |
| <b>E-mail Address</b>                            | <a href="mailto:smorrill@efcps.net">smorrill@efcps.net</a>    |
| <b>Web Site</b>                                  | <a href="http://efcps.net/lazear">http://efcps.net/lazear</a> |
| <b>County-District-School (CDS) Code</b>         | 01100176002000  |

*Last updated: 1/4/2017*

### School Description and Mission Statement (School Year 2016-17)

Lazear Charter Academy is one of six high-achieving charter schools managed by Education for Change Public Schools. Lazear Charter Academy is a TK – 8th grade school serving students in the Fruitvale neighborhood.

Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life. To be prepared, our students will be...

- Self-motivated, self-aware, and confident learners with a high level of resilience who strive for excellence
- Critical-thinkers who know how to solve problems, make informed decisions and generally navigate life in the 21st century
- A powerful, culturally-competent and positive citizen of the world
- Technologically and academically capable young people who are prepared to succeed and compete with their peers when they move from EFCPS
- Collaborative team players who can facilitate and participate in collective efforts
- Fit young people who are able to make good choices to maintain a healthy and safe life

Lazear Charter Academy offers an unrivalled Science, Technology, Engineering and Math (STEM) program, allowing our students to become scientists and engineers in their very own classroom. Students use sophisticated technology and software to engage in exciting projects like building robots and gear mechanisms. Our students experience a nurturing environment with friendly staff who strive to ensure that they succeed and grow academically, socially, and emotionally. Our school community is made up of highly qualified teachers and staff, engaged and active parents and families, and students who work together to nurture scholars prepared for college and beyond.

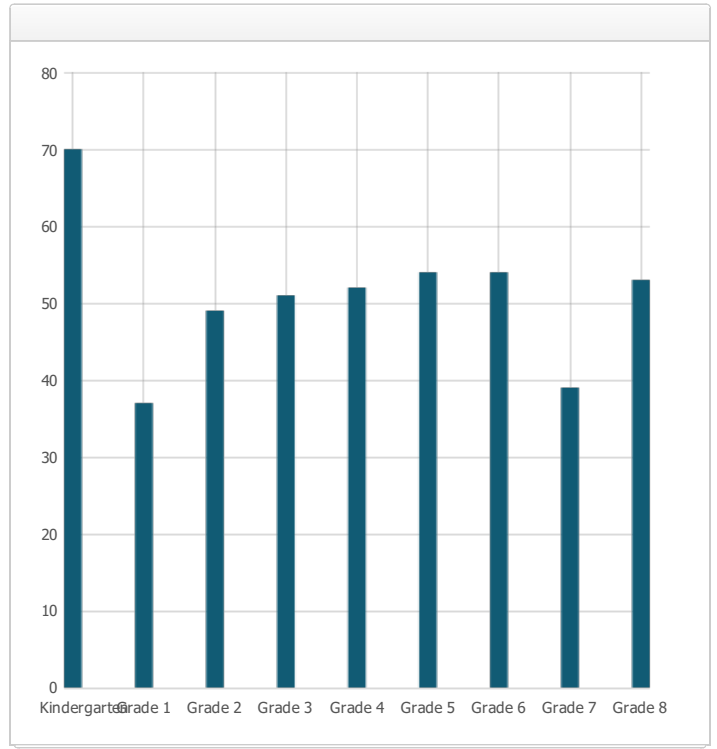
Elementary students engage in a robust curriculum that includes targeted instruction in ELA and Math. Additionally, all students engage in Science, Engineering, and Technology. The middle school STEM program is a nationally recognized program that focuses on Science, Technology, Engineering and Math. Our middle school students also receive World Language in Spanish. All curriculum and instruction is focused on moving students towards mastery in their grade level content standards and building strategies and skills necessary for success in high school, college and beyond.

*Last updated: 1/4/2017*



**Student Enrollment by Grade Level (School Year 2015-16)**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 70                 |
| Grade 1          | 37                 |
| Grade 2          | 49                 |
| Grade 3          | 51                 |
| Grade 4          | 52                 |
| Grade 5          | 54                 |
| Grade 6          | 54                 |
| Grade 7          | 39                 |
| Grade 8          | 53                 |
| Total Enrollment | 459                |



Last updated: 1/4/2017

**Student Enrollment by Student Group (School Year 2015-16)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 5.9 %                       |
| American Indian or Alaska Native    | 0.4 %                       |
| Asian                               | 0.7 %                       |
| Filipino                            | 0.2 %                       |
| Hispanic or Latino                  | 90.2 %                      |
| Native Hawaiian or Pacific Islander | 0.0 %                       |
| White                               | 0.9 %                       |
| Two or More Races                   | 1.1 %                       |
| Other                               | 0.6 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 95.6 %                      |
| English Learners                    | 58.6 %                      |
| Students with Disabilities          | 7.4 %                       |
| Foster Youth                        | 0.2 %                       |

Last updated: 1/4/2017

## A. Conditions of Learning

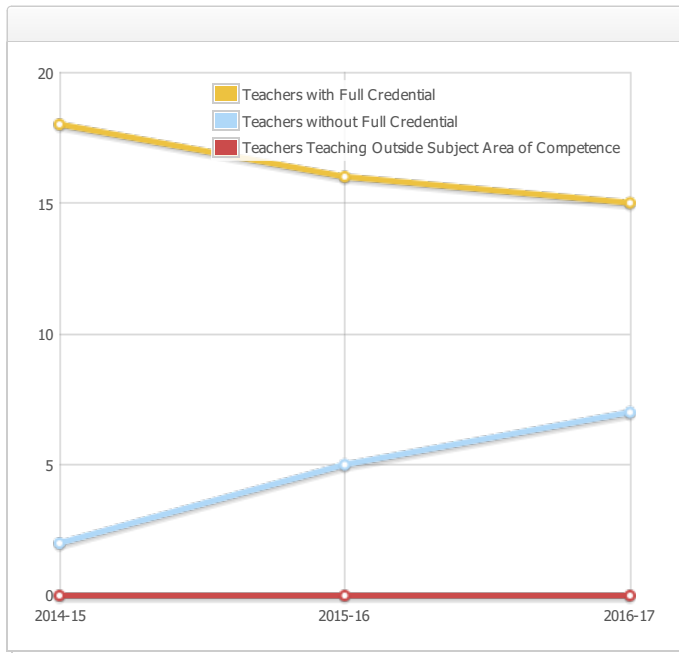
### State Priority: Basic

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 Credentials

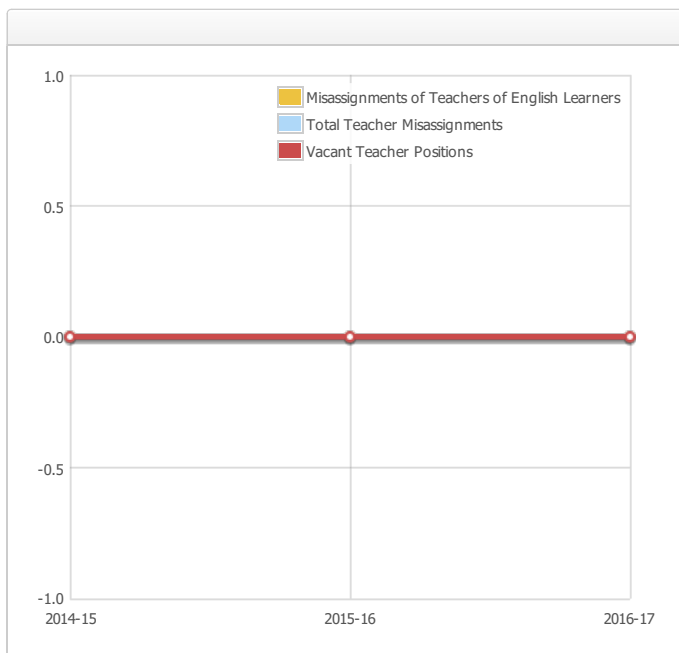
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential  | 18      | 16      | 15      |          |
| Without Full Credential   | 2       | 5       | 7       |          |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       |          |



Last updated: 1/4/2017

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/4/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| <b>Location of Classes</b>       | <b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b> | <b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b> |
|----------------------------------|---|---|
| This School                      | 100.0%  | 0.0%  |
| All Schools in District          | 95.0%   | 5.0%  |
| High-Poverty Schools in District | 95.0%   | 5.0%  |
| Low-Poverty Schools in District  | 96.0%   | 4.0%  |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/4/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

| <b>Subject</b>                  | <b>Textbooks and Instructional Materials/year of Adoption</b>                                      | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts           | Leveled libraries<br>Guided reading libraries (Scholastic)<br>Core Knowledge Phonics<br>Core Ready | Yes                               | 0.0 %   |
| Mathematics                     | MyMath<br>EngageNY   | Yes                               | 0.0 %   |
| Science                         | FOSS   | Yes                               | 0.0 %   |
| History-Social Science          | History Alive  | Yes                               | 0.0 %   |
| Foreign Language                |  |                                   | 0.0 %   |
| Health                          |  |                                   | 0.0 %   |
| Visual and Performing Arts      |  |                                   | 0.0 %   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                               | 0.0 %   |

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

*Last updated: 1/4/2017*

## School Facility Conditions and Planned Improvements

Lazear Charter Academy takes great efforts to ensure that our school is clean, safe, and functional. The school custodial staff maintains a clean and safe campus. To assist in this effort, we have regular facility checks using a facility assessment instrument. Facility visits are conducted by a number of different oversight entities. The assessment instrument rates the school facilities and efforts made to ensure that students are provided with a clean, safe, and functional learning environment on a 4-point scale, from exemplary to poor. The results of this survey are available at the school office. A 2014-2015 assessment found the school to be in good condition, overall.

*Last updated: 1/4/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

| 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: August 2016

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/4/2017*



## 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject  | Percent of Students Meeting or Exceeding the State Standards |         |          |         |         |         |
|--|--|---------|----------|---------|---------|---------|
|  | School   |         | District |         | State   |         |
|  | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 25.0%  | 24.0%   | 30.0%    | 33.0%   | 44.0%   | 48.0%   |
| Mathematics (grades 3-8 and 11)                      | 15.0%  | 15.0%   | 22.0%    | 25.0%   | 34.0%   | 36.0%   |

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.

*Last updated: 1/11/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 49                      | 48                   | 98.0%                 | 14.6%                          |
| Male  | 23                      | 23                   | 100.0%                | 8.7%                           |
| Female  | 26                      | 25                   | 96.2%                 | 20.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 46                      | 45                   | 97.8%                 | 8.9%                           |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 48                      | 47                   | 97.9%                 | 14.9%                          |
| English Learners                              | 29                      | 28                   | 96.6%                 | 3.6%                           |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**ELA - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 52                      | 52                   | 100.0%                | 13.5%                          |
| Male  | 30                      | 30                   | 100.0%                | 6.7%                           |
| Female  | 22                      | 22                   | 100.0%                | 22.7%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 48                      | 48                   | 100.0%                | 12.5%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 48                      | 48                   | 100.0%                | 14.6%                          |
| English Learners                              | 30                      | 30                   | 100.0%                | 3.3%                           |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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

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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: 1/4/2017*

**ELA - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 54                      | 54                   | 100.0%                | 27.8%                          |
| Male  | 26                      | 26                   | 100.0%                | 15.4%                          |
| Female  | 28                      | 28                   | 100.0%                | 39.3%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 49                      | 49                   | 100.0%                | 24.5%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 51                      | 51                   | 100.0%                | 29.4%                          |
| English Learners                              | 38                      | 38                   | 100.0%                | 13.2%                          |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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

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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: 1/4/2017*

**ELA- Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 50                      | 48                   | 96.0%                 | 18.8%                          |
| Male  | 29                      | 27                   | 93.1%                 | 18.5%                          |
| Female  | 21                      | 21                   | 100.0%                | 19.1%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 47                      | 45                   | 95.7%                 | 20.0%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 48                      | 46                   | 95.8%                 | 19.6%                          |
| English Learners                              | 27                      | 25                   | 92.6%                 | 4.0%                           |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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

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*Last updated: 1/4/2017*

**ELA - Grade 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 40                      | 38                   | 95.0%                 | 39.5%                          |
| Male  | 25                      | 23                   | 92.0%                 | 39.1%                          |
| Female  | 15                      | 15                   | 100.0%                | 40.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 33                      | 31                   | 93.9%                 | 38.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 37                      | 36                   | 97.3%                 | 38.9%                          |
| English Learners                              | 15                      | 14                   | 93.3%                 | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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

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*Last updated: 1/4/2017*

**ELA - Grade 8**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 54                      | 52                   | 96.3%                 | 31.4%                          |
| Male  | 28                      | 27                   | 96.4%                 | 25.9%                          |
| Female  | 26                      | 25                   | 96.2%                 | 37.5%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 50                      | 48                   | 96.0%                 | 34.0%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 50                      | 48                   | 96.0%                 | 34.0%                          |
| English Learners                              | 19                      | 17                   | 89.5%                 | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 49               | 49            | 100.0%         | 18.4%                   |
| Male  | 23               | 23            | 100.0%         | 17.4%                   |
| Female  | 26               | 26            | 100.0%         | 19.2%                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 46               | 46            | 100.0%         | 17.4%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | --               | --            | --             | --                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 48               | 48            | 100.0%         | 18.8%                   |
| English Learners                              | 29               | 29            | 100.0%         | 10.3%                   |
| Students with Disabilities                    | --               | --            | --             | --                      |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

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 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.

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: 1/4/2017*



**Mathematics - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 52                      | 52                   | 100.0%                | 13.5%                          |
| Male  | 30                      | 30                   | 100.0%                | 10.0%                          |
| Female  | 22                      | 22                   | 100.0%                | 18.2%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 48                      | 48                   | 100.0%                | 14.6%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 48                      | 48                   | 100.0%                | 14.6%                          |
| English Learners                              | 30                      | 30                   | 100.0%                | 10.0%                          |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**Mathematics - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 54                      | 54                   | 100.0%                | 13.0%                          |
| Male  | 26                      | 26                   | 100.0%                | 7.7%                           |
| Female  | 28                      | 28                   | 100.0%                | 17.9%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 49                      | 49                   | 100.0%                | 10.2%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 51                      | 51                   | 100.0%                | 13.7%                          |
| English Learners                              | 38                      | 38                   | 100.0%                | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**Mathematics - Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 50                      | 50                   | 100.0%                | 12.0%                          |
| Male  | 29                      | 29                   | 100.0%                | 17.2%                          |
| Female  | 21                      | 21                   | 100.0%                | 4.8%                           |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 47                      | 47                   | 100.0%                | 12.8%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 48                      | 48                   | 100.0%                | 12.5%                          |
| English Learners                              | 27                      | 27                   | 100.0%                | 3.7%                           |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**Mathematics - Grade 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 40                      | 40                   | 100.0%                | 20.0%                          |
| Male  | 25                      | 25                   | 100.0%                | 20.0%                          |
| Female  | 15                      | 15                   | 100.0%                | 20.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 33                      | 33                   | 100.0%                | 24.2%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 37                      | 37                   | 100.0%                | 18.9%                          |
| English Learners                              | 15                      | 15                   | 100.0%                | 6.7%                           |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**Mathematics - Grade 8**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 54                      | 53                   | 98.2%                 | 13.7%                          |
| Male  | 28                      | 27                   | 96.4%                 | 14.8%                          |
| Female  | 26                      | 26                   | 100.0%                | 12.5%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 50                      | 49                   | 98.0%                 | 14.9%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 50                      | 49                   | 98.0%                 | 14.9%                          |
| English Learners                              | 19                      | 18                   | 94.7%                 | --                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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 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.

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: 1/4/2017*

**CAASPP Test Results in Science for All Students**

| Subject                       | Percentage of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2013-14  | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 50.0%  | 16.0%   | 26.0%   | 3.0%     | 10.0%   | 30.0%   | 60.0%   | 56.0%   | 54.0%   |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/4/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group                                 | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students                                  | 108              | 104                                  | 96.3%                                 | 26.0%                          |
| Male  | 54               | 52                                   | 96.3%                                 | 26.9%                          |
| Female  | 54               | 52                                   | 96.3%                                 | 25.0%                          |
| Black or African American                     | --               | --                                   | --                                    | --                             |
| American Indian or Alaska Native              | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Asian   | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Filipino                                      | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Hispanic or Latino                            | 99               | 95                                   | 96.0%                                 | 27.4%                          |
| Native Hawaiian or Pacific Islander           | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| White   | --               | --                                   | --                                    | --                             |
| Two or More Races                             | --               | --                                   | --                                    | --                             |
| Socioeconomically Disadvantaged               | 101              | 97                                   | 96.0%                                 | 27.8%                          |
| English Learners                              | 57               | 54                                   | 94.7%                                 | 11.1%                          |
| Students with Disabilities                    | --               | --                                   | --                                    | --                             |
| Students Receiving Migrant Education Services | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Foster Youth                                  | --               | --                                   | --                                    | --                             |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/4/2017

# 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 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards |                       |                      |
|-------------|--|-----------------------|----------------------|
|             | Four of Six Standards                            | Five of Six Standards | Six of Six Standards |

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.

*Last updated: 1/4/2017*

## 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 for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents at Lazear Academy are active participants in the school community. A number of opportunities for parent involvement exist at the site including volunteering, involvement in site committees, parent conferences, participation in school-wide events, and Family Resource Center activities. Parents are encouraged to become school volunteers. The Family Leadership Council meets monthly to provide input relating to student achievement and program quality. Many opportunities exist for parents to learn more about what is happening at their school site including Back to School Night, Open House, and celebrations. Additionally, Lazear Academy hosts parent grade level meetings each month focused on curriculum and academic goals. Lazear Academy partners with Spanish Speaking Citizens' Foundation to provide further leadership opportunities and parent classes on issues such as: rules, rights and responsibilities, how to assist students with their homework, questions parents should ask teachers, nutrition and classes on how to be a better parent. They also have ELD, GED, and Spanish literacy classes. SSCF also provides health services, food drives; monthly clothes give away, legal assistance, housing assistance, etc.

### State Priority: Pupil Engagement

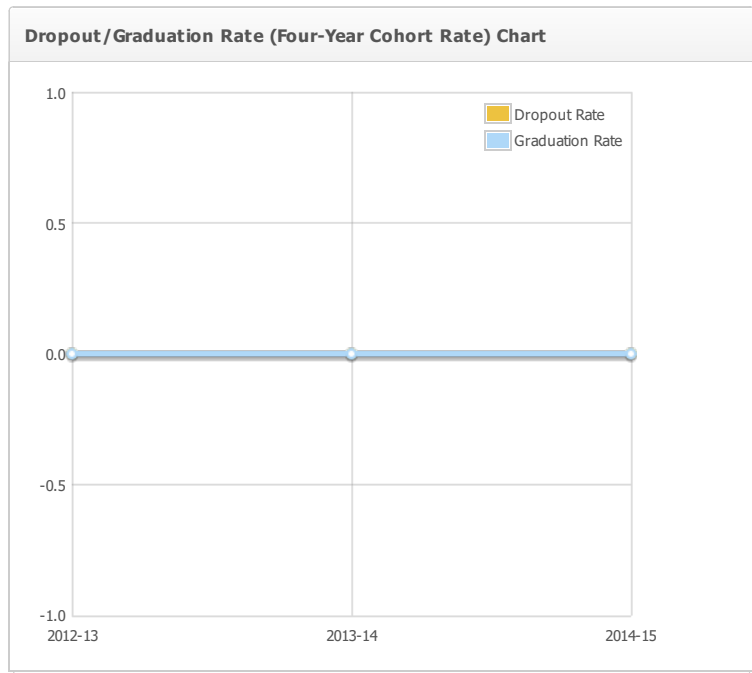
*Last updated: 1/4/2017*

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

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate    | 0.0%    | 0.0%    | 0.0%    | 0.0%     | 0.0%    | 0.0%    | 11.4%   | 11.5%   | 10.7%   |
| Graduation Rate | 0.00    | 0.00    | 0.00    |          |         |         |         |         |         |





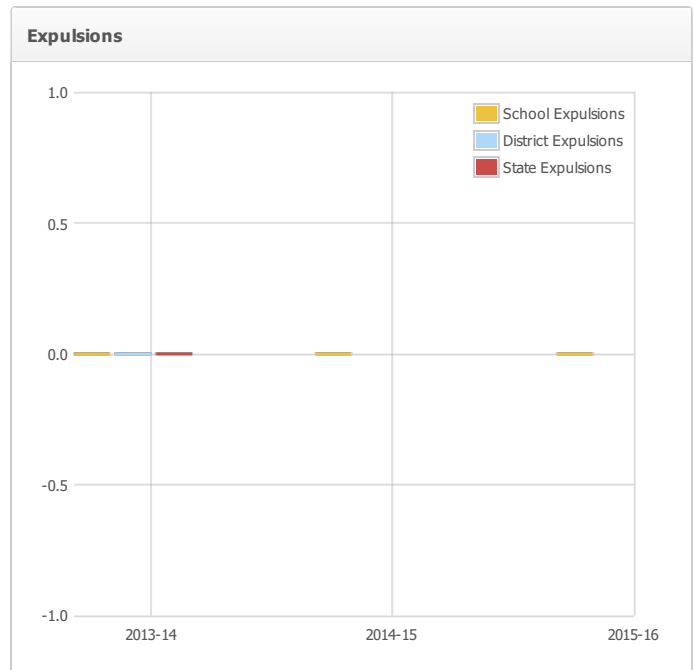
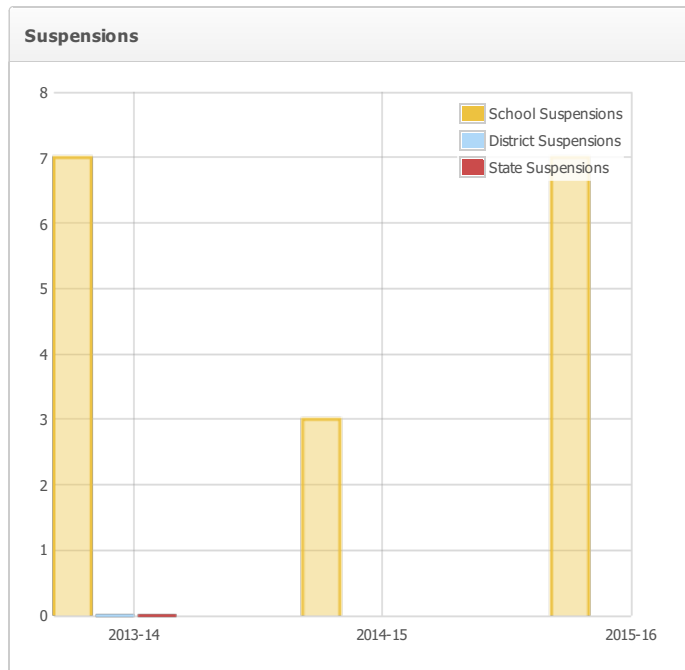
# State Priority: School Climate

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  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 7.0     | 3.0     | 7.0     |          |         |         |         |         |         |
| Expulsions  | 0.0     | 0.0     | 0.0     |          |         |         |         |         |         |



Last updated: 1/11/2017

## School Safety Plan (School Year 2016-17)

Our objective is to maintain a safe environment for students, staff and parents. The safety plan includes, but is not limited to fire and earthquake evacuation plans, safe coordination of responses to emergency situations, ensuring communication between the school community, the local emergency agencies and the Education for Change Home Office. Each month the school holds emergency drills. EFC audits site safety plans each year and requires a review of the plan, by stakeholders, at least twice per year. The last audit of the plan was in September of this year. Lazear is in the process of updating the comprehensive plan in collaboration with key safety consultant teams and community stakeholders. The Safety Plan is available for review in the school office.

Last updated: 1/11/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2005-2006 | 2008-2009 |
| Year in Program Improvement                         | Year 5    | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 5         |
| Percent of Schools Currently in Program Improvement | N/A       | 71.4%     |

Note: Cells with NA values do not require data.

*Last updated: 1/11/2017*

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14            |                     |       | 2014-15 |                    |                     | 2015-16 |      |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|------|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |      | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+  |                    | 1-20                | 21-32 | 33+ |
| K           | 24.0               |                     | 2     | 20.0    |                    | 2                   |         | 23.0 |                    |                     | 2     |     |
| 1           | 22.0               |                     | 2     | 24.0    |                    | 2                   |         | 24.0 |                    |                     | 2     |     |
| 2           | 24.0               |                     | 2     | 24.0    |                    | 2                   |         | 18.0 |                    | 2                   |       |     |
| 3           | 25.0               |                     | 2     | 24.0    |                    | 2                   |         | 24.0 |                    |                     | 2     |     |
| 4           | 22.0               |                     | 2     | 26.0    |                    | 2                   |         | 26.0 |                    |                     | 2     |     |
| 5           | 28.0               |                     | 2     | 26.0    |                    | 2                   |         | 27.0 |                    |                     | 2     |     |
| 6           |                    |                     |       |         |                    |                     |         |      |                    |                     |       |     |
| Other       |                    |                     |       |         |                    |                     |         |      |                    |                     |       |     |

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

*Last updated: 1/11/2017*

**Average Class Size and Class Size Distribution (Secondary)**

| Subject        | 2013-14            |                     |       |     | 2014-15            |                     |       |     | 2015-16            |                     |       |     |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
|                | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|                |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |
| English        | 21.0               | 3                   | 0     | 0   | 26.0               | 0                   | 3     | 0   | 26.0               |                     | 3     |     |
| Mathematics    | 21.0               | 3                   | 0     | 0   | 26.0               | 0                   | 3     | 0   | 26.0               |                     | 3     |     |
| Science        | 21.0               | 3                   | 0     | 0   | 26.0               | 0                   | 3     | 0   | 26.0               |                     | 3     |     |
| Social Science | 21.0               | 3                   | 0     | 0   | 26.0               | 0                   | 3     | 0   | 26.0               |                     | 3     |     |

\* 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: 1/11/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  |                                   |   |
| Counselor (Social/Behavioral or Career Development) |                                   | N/A   |
| Library Media Teacher (librarian)                   |                                   | N/A   |
| Library Media Services Staff (paraprofessional)     |                                   | N/A   |
| Psychologist  | 0.2                               | N/A   |
| Social Worker                                       | 2.0                               | N/A   |
| Nurse   |                                   | N/A   |
| Speech/Language/Hearing Specialist                  | 0.6                               | N/A   |
| Resource Specialist (non-teaching)                  | 1.0                               | N/A   |
| Other   | 5.1                               | N/A   |

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

\*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: 1/11/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$9956.2                     | \$736.4  | \$9219.8                                    | \$52655.0              |
| District                                      | N/A                          | N/A  | --  | --                     |
| Percent Difference – School Site and District | N/A                          | N/A  | --  | --                     |
| State   | N/A                          | N/A  | \$5677.0                                    | \$0.0                  |
| Percent Difference – School Site and State    | N/A                          | N/A  | --  | --                     |

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

Last updated: 1/11/2017

## Types of Services Funded (Fiscal Year 2015-16)

Lazar Charter Academy is intentional to ensure that resources (both financial and personnel) are allocated to support student learning and an enhanced elementary experience for students and their families. As such, priority is given to funding teacher and staff professional development and coaching, a 3-tiered intervention model (that targets academic, behavioral and socio-emotional needs), and lower class sizes in the primary grades. Funds are also resourced to support our priority on community engagement (i.e. providing a family resource center, English classes for families, job assistance, etc), and classes/services for students and families (outside of the traditional school day). Lazear also partners with Spanish Speaking Citizen's Foundation to provide afterschool intervention and enrichment for students across grade levels. As we prepare to transition our students for the Common Core and a blended/personalized learning model, we are sensitive to the increasing need for our students to be technologically literate and proficient. As a result, we have allocated resources to hardware and software that provided differentiated and targeted instruction, allow for a lab rotation model during classroom instruction and otherwise give our students and staff access to technology as a tool to create, demonstrate understanding and collaborate.

*Last updated: 1/4/2017*

## Professional Development

As a cornerstone for all EFC schools, staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The goal for EFC's focus on professional development is to create think tanks and educational laboratories for ideas, strategies, best practices, and success at each school site. Leveraging the knowledge base and creativity of motivated and dedicated staff across multiple schools and classrooms will eventually provide Lazar Charter Academy and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all its students. EFC firmly believes that reinventing the wheel time and time again is not in the best interest of teachers and their students, so it continues to provide the support and assistance to help capture the most effective practices at each school, organize them into instructional procedures and scaffolds, and disseminate them to all of EFC.

Lazar Charter Academy has a minimum 5 full days of professional development each year, in addition to weekly opportunities for collaboration and professional development built into the weekly school schedule. With the focus on deepening teacher content knowledge and strengthening practice and pedagogy, professional development at Lazear takes on many forms. Additionally, professional development and collaboration is dedicated time in which teachers are able to engage in analyzing student work samples and data and responsive standards-aligned instructional planning. These professional development structures include:

- Weekly Professional developed around academic focus and data during each Weds (minimum day) from 2:00 - 4:00
- Twice-Weekly Grade Level collaboration and planning
- Monthly Professional Learning Communities to encourage teams to be critical colleagues
- Peer and cross school observations
- Data Analysis cycles at least every 6 to 8 weeks

Over the past year, the focus of these sessions have primarily been on English Language Arts and Math. Beginning in 2012-2013, Lazar focused on Comprehension (developed via differentiated and target reading instruction and explicit vocabulary instruction) as we realized the need to better prepare our students as deep readers and thinkers and as a part of our transition to the Common Core. In addition to deepening ELA content knowledge and demands of the Common Core, instructional practices shifted to small group instruction using Guided Reading and whole group instruction with clear and rigorous learning objectives. We continue with our focus on this shift, recently, by identifying how the incorporation of technology can better assist us in providing personalized and differentiated learning opportunities for our students, complimenting and enhancing our current instructional model.

These efforts are supported by grade level (and individualized) coaching and supported provided by content coaches as well as regular observation and feedback from site administration. Each teacher has professional goals, in addition to the sites' academic goals. Our goal is to implement a model that provides quality professional development that is differentiated and has meaningful impact on teaching and learning.

*Last updated: 1/4/2017*