Yucca Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Yucca Elementary School
Street	38440 2nd Street East
City, State, Zip	Palmdale CA 93550-3603
Phone Number	(661) 273-5052
Principal	Terrie Dowling
Email Address	tadowling@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4479
County-District-School (CDS) Code	19-64857-6021208

2022-23 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website Address	www.palmdalesd.org

2022-23 School Overview

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Yucca Elementary is a TK - 5 Title I school in the Palmdale School District, located on the east side of Palmdale. It was built is 1955 and is one of the oldest schools in the Palmdale School District and is located in the center of town in a low socio-economically disadvantaged community.

Yucca serves a diverse and transient community of approximately 470 learners in grades Transitional Kindergarten through 5th, which includes 4 Special Day classes in Kindergarten through Second Grade. 77% of the student population is Hispanic/Latino; the African American population comprises 19%; 1% of the student population is Two or more races: White is 1%; Asian is 1%; and other comprises 1%. Yucca's English Language Learner population consists of 140 students. In the 2021-2022 school year we reclassified one student. We currently have 15 Resource Students in Grades TK-5. Although we are walking school, we continue to struggle with attendance. We monitor attendance regularly and the parents/guardians of absent students are contacted on a daily basis.

Yucca's staff is composed of a variety of professionals providing services that include: 1 Resource Specialist, 1 Speech Pathologist , Classroom Teachers, and 1 Psychologist (4 days a week, 80% of the time). Yucca has 41 classified employees. Of the 41 classified positions, 9 of them are instructional aides that assist classroom teachers in Grades Transitional Kindergarten through Fifth. The staff consists of a Principal, an Assistant Principal,1 Learning Support Teacher, 22 certificated classroom teachers, 1 Physical Education teacher, 1 Resource teacher, 1 Speech Pathologist, 1 Secretary, 1 Health Aide, 1 part-time Bilingual Clerk, 1 full-time Parent Liaison, a part-time library aide, a full-time media tech, 3 full-time custodians, a part-time Student Behavior Interventionist and 9 instructional assistants.

The Learning Support Teacher works closely with the teachers to support the learning of the students. Her primary duties are to work closely with teachers and the at-risk students providing intervention. She has designed a plan for the 9 instructional assistants to conduct intervention groups with the most at risk students. The instructional assistants support the classroom

2022-23 School Overview

teachers on a push-in/pull basis. The data that was used to determine which students were most at risk was the District's Universal Screening and Diagnostic tests which includes the Daze, running records, the BPST and STAR 360.

The school's goals, objectives and activities have been identified and written in part, based on needs expressed through teacher, student and parent surveys. Also used to guide instruction is the analysis of District LPM and the ELPAC assessments. These goals, objectives and activities are established to improve instruction at Yucca, and to provide students an opportunity to meet grade level, district and state standards.

Yucca's School Plan offers the on going opportunity for teachers to plan, implement, monitor and evaluate a meaningful standards-based curriculum for all students. The use of Illuminate and Google Drive is fully implemented, allowing teachers and other key staff members to have access to student academic records. Teachers utilize Professional Learning Community meetings to focus and collaborate on Common Core Units, Lesson planning and the RTI process which addresses the specific academic/behavioral areas of need. Teachers collaborate to create an action plan which is designed to improve student achievement and behaviors. The Principal, Assistant Principal, Learning Support Teacher, in collaboration with the Leadership Team, School Site Council, and ELAC developed the plan and will continue to work towards the yearly implementation, evaluation and revision of this plan.

Yucca Elementary is committed to students academical but also to their social-emotional needs. We are a Capturing Kids' Heart National Showcase School for the fifth year in a row which means that great emphasis is put on building relationships with all of the students so that they can achieve academically, socially, and emotionally. The school provides character assemblies, luncheons with the school administration for those students chosen for the character trait awards, anti-bullying lessons and activities, field trips, and a music period for our 4th and 5th grade students.

The Yucca School community is committed to promoting a positive learning environment that fosters and nurtures a love of life-long learning for all students. Our mission is to help all students:

- develop and maintain oral language proficiency
- master basic skills
- develop critical thinking skills
- demonstrate respect for self and others
- become productive citizens
- maintain cognitive engagement in all academic areas

We are a school that believes that all children will:
- reach their full potential
- develop respect for self and others
- become productive citizens

A successful school experience is the foundation to life-long learning. Recognizing this, we commit to providing a safe, healthy, and caring learning environment.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	89
Grade 2	81
Grade 3	76
Grade 4	64
Grade 5	78
Total Enrollment	466

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.6
Asian	0.4
Black or African American	17.8
Filipino	0.6
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.1
White	1.7
English Learners	29.4
Foster Youth	2.8
Homeless	0.0
Migrant	1.3
Socioeconomically Disadvantaged	98.9
Students with Disabilities	13.7

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	82.61	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.35	73.80	8.18	12115.80	4.41
Unknown	3.00	13.04	50.10	5.56	18854.30	6.86
Total Teaching Positions	23.00	100.00	902.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	80.95	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.76	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.52	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	1.00	4.76	27.30	3.03	15831.90	5.67
Total Teaching Positions	21.00	100.00	902.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	10.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

Yucca School takes pride and strives to provide a safe, secure and clean environment for learning. School gates and entrances are locked during school hours. Yucca complies with the district's secure campus policy in order to ensure the safety of our staff and students. Parents, volunteers and community members must sign in at the front lobby before visiting during school hours. Students are supervised at the front gate as they come in and onto the playground by our noon duty supervisors, administrators and teachers. Bathroom facilities are checked every morning and systematically throughout the day for cleanliness, supplies and repairs. Our nighttime custodial staff performs basic cleaning operations throughout the school on a regular basis.

Year and month of the most recent FIT report	June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			fire alarm panel upgrade in progress

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 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	16	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	221	218	98.64	1.36	16.06
Female	104	103	99.04	0.96	11.65
Male	117	115	98.29	1.71	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	39	97.50	2.50	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	167	165	98.80	1.20	15.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	4.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	213	210	98.59	1.41	15.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	219	99.55	0.45	6.39
Female	104	103	99.04	0.96	4.85
Male	116	116	100.00	0.00	7.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	166	165	99.40	0.60	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	211	99.53	0.47	6.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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	10.67	NT	13.34	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100	0	10.67
Female	29	29	100	0	6.9
Male	46	46	100	0	13.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100	0	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	54	54	100	0	12.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	74	100	0	9.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Yucca Elementary strives to provide a welcoming environment which encourages parent and community involvement. Parents and community members play an important role in the implementation of all educational programs at our school. Parents are also involved in school governance through our School Site Council (SSC), African American Parent Advisory Committee (AAPAC), and English Language Advisory Committee (ELAC).

The School Site Council (SSC) meets eight times a year and consists of parents, teachers, staff members, and administration. The purpose of this committee is to review and assess the effectiveness of the Yucca School Accountability Plan. All parents and community members are welcome to attend. The English Learner Advisory Committee (ELAC) meets monthly to advise the staff and administration on programs and services for all English learner students. African American Parent Advisory Committee (AAPAC) also meets eight times a year. In order to make all parents feel welcome, Yucca provides translators on site for those who are not native English-speakers. We also provide childcare.

Yucca continues to encourage parents to stay involved in their childrens' education by volunteering in the classrooms or working in our parent center. There are additional opportunities for parents to become involved through attending Back to School Night, Family Nights, Latino Family Literacy Project, Semester Award Ceremonies, Campfire Reading Night, Theatre Performances and our Winter Programs.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	546	145	26.6
Female	284	255	63	24.7
Male	322	291	82	28.2
American Indian or Alaska Native	7	6	0	0.0
Asian	3	3	1	33.3
Black or African American	118	108	27	25.0
Filipino	3	3	0	0.0
Hispanic or Latino	444	399	108	27.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	14	13	5	38.5
White	15	12	4	33.3
English Learners	168	152	38	25.0
Foster Youth	21	16	1	6.3
Homeless	21	16	10	62.5
Socioeconomically Disadvantaged	583	534	143	26.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	98	86	29	33.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.06	4.30	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.95	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.95	0.00
Female	3.52	0.00
Male	6.21	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.02	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	0.00	0.00
English Learners	1.79	0.00
Foster Youth	4.76	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	5.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.06	0.00

2022-23 School Safety Plan

Yucca School Safety Plan encompasses all aspects of safety on campus. Included are: a responsibility plan for staff members during an emergency, a dispersal and organizational plan, school personnel responsibilities, various plans for different types of emergencies such as fire, earthquake, and active shooters. The school staff has access to a copy of the Yucca Safety Plan along with the Site Emergency Preparedness Plan. Under the leadership of the principal, assistant principal and the site safety committee meet regularly to make decisions regarding strategies to improve the safety of the school, students, staff, and visitors. All teachers receive yearly in-service training to review safety guidelines and expectations. Yucca executes monthly emergency drills.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	20	24	
1	27	7	14	
2	21	12	21	
3	28		21	
4	26		28	
5	32		21	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	18	14	
1	21	7	21	
2	25	7	21	
3	27		21	
4	29		21	
5	24		28	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	20	7	
1	22	7	21	
2	20	7	20	
3	25		21	
4	21	1	20	
5	26		21	
Other	24		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,026	$612	$9,414	$80,968
District	N/A	N/A	$3,294	$83,539
Percent Difference - School Site and District	N/A	N/A	96.3	-3.1
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	35.2	-7.5

2021-22 Types of Services Funded

Yucca School receives funds from Title 1 and LCAP that provide staff with new materials, equipment and training. These funds also allow Yucca School to provide after school intervention and enrichment programs, an additional instructional assistant and a campus supervisor/noon duty, and a student behavior interventionist. Funding sources include: Title I and LCAP monies.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,652	$52,641
Mid-Range Teacher Salary	$80,869	$83,981
Highest Teacher Salary	$113,227	$107,522
Average Principal Salary (Elementary)	$126,034	$136,247
Average Principal Salary (Middle)	$130,843	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$251,125	$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers meet frequently within and across grade levels in professional learning communities to plan and discuss the California Common Core standards, Instructional Units, Engage New York and 21st Century Skills. They also engage in Vertical Articulation across the grade levels. A teacher survey is taken at the end of the school year that guides site professional development decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on the Common Core standards, the California Standards for the Teaching Profession, and research-based practices.

Professional Development at the site and district level has included Capturing Kids' Hearts trainings for both certificated and classified, ELPAC training, AVID, Project-Based Learning (for our SPED teachers) and others. The Educational Services, Special Education, English Learners, Access and Equity, Student Assessment and Accountability, and Teacher Support departments participate in the planning, implementation, and offering of District staff development activities.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, ELD Instruction, AVID, Teacher Leaders, English Language Arts, Thinking Maps, mathematics workshop, and intervention programs. Administration training focuses on the development of Professional Learning Communities and teacher supervision of Common Core Standards. Conference and convention attendance, in-service meetings and staff collaboration offer additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	18