Beardsley School District
San Lauren Elementary School

Grades K through 6
Tammy Barrera, Principal
tabarrera@beardsley.k12.ca.us

5210 Victor Street
Bakersfield, CA 93308
PH: (661) 393-5511   FAX: (661) 393-5965
www.beardsleyschool.org/sles
CDS #: 15633390108589

2018-19 School Accountability Report Card
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Principal's Message

I would like to welcome you to San Lauren Elementary School's annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

San Lauren Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for San Lauren Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Beardsley School District is committed to meeting the educational needs of all children through a partnership between the school, parents, and the community. This educational commitment includes the opportunity for every student to be successful, develop a positive self-image, make decisions, and to grow academically, socially, psychologically, and physically. Beardsley is committed to a child centered approach to learning, and believes each student should work at their instructional level. This commitment will assist each student in developing the necessary abilities for successful careers, and participation in and promotion of a free and democratic society.

School Description

San Lauren Elementary School is located in the northern region of Bakersfield and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2018-19 school year, 392 students were enrolled, including 9.9% in special education, 6.1% qualifying for English Language Learner support, and 80.6% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	5.40%	Kindergarten	74
Amer. Indian or Alaska Native	0.80%	Grade 1	61
Asian	0.30%	Grade 2	45
Filipino	0.50%	Grade 3	53
Hisp. or Latino	45.20%	Grade 4	55
Native Hawaiian or Pacific Islander	0.50%	Grade 5	56
White	38.50%	Grade 6	48
Two or More Races	3.60%	Ungraded	0
Students with Disabilities	9.90%		
Socioeconomically Disadvantaged	80.60%		
English Learners	6.10%		
Foster Youth	0.50%		
Homeless	1.50%		
		Total Enrollment	392

Student Achievement

Physical Fitness

In the spring of each year, San Lauren Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
	Percentage of Students Meeting Standards		
Grade Level Tested	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	23.7	32.2	27.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	43.0	41.0	29.0	31.0	50.0	48.0
Mathematics (grades 3-8 and 11)	38.0	30.0	20.0	20.0	38.0	37.0

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.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	223	222	99.55	0.45	40.54
Male	125	124	99.20	0.80	37.90
Female	98	98	100.00	0.00	43.88
Black or African-Amer.	14	14	100.00	0.00	42.86
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	103	102	99.03	0.97	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	91	91	100.00	0.00	43.96
Two or More Races	--	--	--	--	--
English Learners	27	27	100.00	0.00	25.93
Socioeconomically Disadvantaged	178	178	100.00	0.00	35.96
Students with Disabilities	39	38	97.44	2.56	5.26
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	222	221	99.55	0.45	30.32
Male	124	123	99.19	0.81	30.08
Female	98	98	100.00	0.00	30.61
Black or African-Amer.	14	14	100.00	0.00	14.29
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	102	101	99.02	0.98	27.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	91	91	100.00	0.00	36.26
Two or More Races	--	--	--	--	--
English Learners	27	27	100.00	0.00	25.93
Socioeconomically Disadvantaged	177	177	100.00	0.00	26.55
Students with Disabilities	39	38	97.44	2.56	2.63
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested

is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, the school website, school bulletins, and Power Announcement (automated message delivery system). Contact the school office at (661) 393-5511 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Beardsley Community Foundation Volunteer
Chaperone Field Trips
Classroom Helper
Reading with Students
Prepare Classroom Materials

Committees
Beardsley Community Foundation
English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities
Back to School Night
Beardsley School District Carnival
Camp KEEP Nights
Family Math Nights
Family Reading Nights
Open House
Parent Education Nights
PTO Meetings
San Lauren Carnival
Stakeholder Town Hall Meetings
Student Performances
Talent Show
Top Priority Meetings

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. San Lauren Elementary School's original facilities were built in 2005; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Upgrades to sprinkler and pipe system
• Replacement of carpet and tile where needed
• Removal of dead trees and addition of 12 new trees throughout campus
• Upgrades to the cafetorium PA and A/V systems

2019-20 Campus Improvements in Progress:
• Installation of auto gates in the bus lane to increase safety
• Painting projects to the portables where needed
• Replacement of carpet in selected classrooms

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and two evening custodians are assigned to San Lauren Elementary School. The day custodians are responsible for:

• Classroom cleaning
• Groundskeeping
• Restroom cleaning
• Bus duties

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Cafeteria cleanup
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2005
Acreage	12
Square Footage	56550
	Quantity
Permanent Classrooms	20
Portable Classrooms	7
Restrooms (sets)	8
Library	1
Cafeteria/Multipurpose Room	1
Computer Lab	1
Staff Lunch Room	1
Staff Work Room	1

Facilities Inspection

The district's maintenance department inspects San Lauren Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). San Lauren Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, June 17, 2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, June 17, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and campus supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers and campus supervisors monitor playground activity. Campus supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

San Lauren Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with their state issued identification to be scanned thru the Raptor system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for San Lauren Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2020.

Classroom Environment

Discipline & Climate for Learning

San Lauren Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	1.6	1.3	0.6
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	8.0	5.4	2.9
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution

| | 2016-17 | | | |
| | Avg. Class | Number of Classes | | |
Grade	Size	1-20	21-32	33+
K	21.0	2	1	
1	19.0	3		
2	25.0		2	
3	21.0		3	
4	19.0		2	
5	27.0		2	
6	16.0		2	

| | 2017-18 | | | |
| | Avg. Class | Number of Classes | | |
Grade	Size	1-20	21-32	33+
K	27.0		2	
1	22.0		2	
2	21.0	1	1	
3	22.0		3	
4	22.0		1	1
5	25.0		2	
6	29.0		2	

| | 2018-19 | | | |
| | Avg. Class | Number of Classes | | |
Grade	Size	1-20	21-32	33+
K	19.0	4		
1	20.0	2	1	
2	23.0		2	
3	18.0	3		
4	20.0		2	
5	27.0		2	
6	24.0		1	
Other**	5.0	1		

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

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at San Lauren Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, San Lauren Elementary School held staff development training devoted to a deeper focus on district provided workshops.

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. San Lauren Elementary School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 and 2018-19 school year, San Lauren Elementary School's teachers attended the following events hosted by the Beardsley School District:

2017-18 Training Topics:
• Inclusion Training
• Suicide Prevention Training
• Social Media in Schools

2018-19 Training Topics:
• Active Shooter Training
• History/Social Studies Adoption Training
• Inclusion - Growth Mindset
• Suicide Prevention Training
• SMART Notebook Training

During the 2017-18 and 2018-19 school years, teachers also had the opportunity to attend the supplementary training provided by the district on the following topics:

• Chromebook Training
• Classroom Management
• Digital Library
• Google Suite
• Illuminate
• Language Arts
• Mathematics
• Physical Fitness Training for Primary Grades
• Recognizing Occupational Therapy needs of Primary Grade Students
• Recognizing Speech Needs in Primary Grade Students
• Science
• Teacher's Roll in IEP Process

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
1	2	2

Instructional Materials

All textbooks used in the core curriculum at San Lauren Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Monday, September 09, 2019, the Beardsley School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Beardsley School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2017	McGraw Hill, *Wonders*	0 %
History-Social Science		
2019	McGraw Hill, *Impact California*	0 %
Mathematics		
2008	William H. Sadlier, Inc., *Math*	0 %
Science		
2020	McGraw Hill, *California Inspire Science*	0 %

Professional Staff

Counseling & Support Staff

San Lauren Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to San Lauren Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Counselors (Contract Service)	3	*
Library Clerk	1	0.6
Nurse	1	0.2
Occupational Therapist	1	*
Psychologist	1	*
Speech Pathologist	1	0.5

* as needed
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, San Lauren Elementary School had 20 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	21	23	23	105
Teachers With Full Credentials	20	20	18	82
Teachers Without Full Credentials	1	3	5	23
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	1	1	1	5
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$44,864	$49,378
Mid-Range Teacher Salary	$63,434	$77,190
Highest Teacher Salary	$86,368	$96,607
Superintendent Salary	$139,346	$189,346
Average Principal Salaries:		
Elementary School	$110,198	$122,074
Middle School	N/A	$126,560
High School	N/A	$126,920
Percentage of Budget:		
Teacher Salaries	32%	36%
Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student

For the 2017-18 school year, Beardsley School District spent an average of $10,594 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Beardsley School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$7,497	N/A	N/A	N/A	N/A
Restricted	$901	N/A	N/A	N/A	N/A
Unrestricted	$6,596	$5,877	112.24	$7,507	87.87
Average Teacher Salary	$78,494	$64,930	120.89	$77,619	101.13

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

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about San Lauren Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location
Parents may access San Lauren Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to San Lauren Elementary School is Rathbun Branch Library, a branch of Kern County Library.

Address: 200 W. China Grade Loop, Bakersfield
Phone Number: (661) 393-6431
WebSite: http://kerncountylibrary.org
Number of Computers Available: 12

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Beardsley School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2019.