

# Lewis Elementary School

13220 Bellflower Blvd. • Downey, CA 90242 • (562) 904-3590 • Grades K-5

Allison Box, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Downey Unified School District

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#### District Governing Board

D. Mark Morris  
Giovanna Perez-Saab  
Jose J. Rodriguez  
Linda Salomon Saldana  
Barbara (Bobbie) Samperi  
Martha E. Sodetani  
Nancy A. Swenson

#### District Administration

John A. Garcia, Jr., Ph.D.  
**Superintendent**  
Christina Aragon  
**Associate Superintendent**  
Roger Brossmer, Ed.D.  
**Assistant Superintendent,  
Educational Services - Secondary**  
Wayne Shannon, Ed.D.  
**Assistant Superintendent,  
Educational Services - Elementary**  
Alyda Mir  
**Assistant Superintendent,  
Certificated Human Resources**  
Robert Jagielski, Ed.D.  
**Sr. Director, Student Safety,  
Wellness, and Engagement**  
Veronica Lizardi, Ed.D.  
**Director, Instructional Support  
Programs**  
Jennifer Robbins  
**Director, Elementary Education**  
Patricia Sandoval, Ed.D.  
**Director, Special Education**

### School Description

It is my pleasure to introduce this annual School Accountability Report Card. The data and information contained within these pages will prove useful in informing you about our school, including, but not limited to academic standings, curriculum and instruction, school facilities and safety, budget, and facility enhancement.

As you read our School Accountability Report Card, you will see a school that ensures every child has equal access to a rigorous core curriculum in language arts, mathematics, science, and social studies. The hard-working staff is both skilled and dedicated to the success of our students. The parents, PTA, School Site Council (SSC), and community organizations are very supportive and contribute greatly to our school programs.

Lewis Elementary School believes that improvements and enhancements to all aspects of our instructional program must be implemented based on performance data. We continue to be a "data-driven" school where data drives what we do on daily basis. Our "data-driven" culture focuses on one question that we continually ask as educators, "Are our students learning?" As we use data from the Smarter Balanced Assessment system, it is our goal to create rigorous common assessments that provide meaningful data. The administering of the assessments is just one key principle. Most importantly, as grade level PLC's, the analysis of data and examining the results of the assessments to identify strengths and areas of needed improvement is key. Our instruction is then put into "action." Strategic decision making by our teachers is common practice. We follow three key principles when it comes to being a "data-driven" culture: 1) Analyze results together, 2) Establish common goals and lesson plans, and 3) Develop an action plan to re-teach standards to ensure all students are learning. For the last five years, Lewis Elementary School has partnered with Focused Schools and our District Instructional Leadership Team, to continue to strengthen our "data-driven" culture. Our Instructional Leadership Team (ILT), has worked diligently with all stakeholders to create and monitor an internal accountability system, growing out of student learning goals that promote measurable student gains in learning for every student with the expectation to eliminate any achievement/opportunity gaps. As a school, we have set SMARTe goals as part of our accountability system. Lewis Elementary School's SMARTe goals are (Specific, Measurable, Attainable, Relevant, Timely, and they measure Every Student). It is our goal to build a culture and school that guarantees the highest level of learning for every student. Our students deserve the best!

We believe that all students must have access to a positive and challenging learning environment to guide and inspire them in realizing their individual potential and to ensure they graduate college and career ready. Collaboration and communication continues to be a priority for all stakeholders at Lewis Elementary School. As a staff, our analysis of data is on-going throughout the year. There are many opportunities where stakeholders gather to discuss strengths of programs and areas of needed improvement. Over the last few years, Lewis Elementary School has worked very closely and collaboratively with stakeholder groups that include: School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Instructional Leadership Team (ILT), District Instructional Leadership Team (DILT) and Focused Schools to identify and implement a school-wide instructional focus.

Our instructional focus is evidenced throughout our school's "halls" and "walls." Our daily words and actions reflect our focus and goal of strengthening our core instruction. There is scheduled time at the beginning of the school year, to review the data with all of these stakeholder groups. We celebrate success and create action plans to support improvement. Sources of data that we analyze and discuss include: 1) California Assessment of Student Performance and Progress (CAASPP), 2) Running Record Benchmarks, 3) iReady (Diagnostic Assessment for Reading and Math), 4) Attendance, 5) LCAP Parent Survey Results and 6) ELPAC data.

Lewis Elementary School believes that highly qualified teachers that reflect high moral and ethical character and consistently model a passion for education must be recruited, trained, and retained. Lewis Elementary School has created a targeted Professional Development Plan, building expertise in our selected evidence-based practices. These evidence-based teaching practices have been identified to strengthen our core instruction and district instructional initiatives. Lewis Elementary School's best teaching practice support our instructional focus through our Guided Reading Program, targeted on strengthening comprehension. The implementation of our best practice is evident in every classroom and with every student. Professional Development is key to our continued academic achievement. Professional Development topics for the 2020-2021 school year include:

1) Balanced Literacy Training with DUSD Elementary Education Department/Instructional Coaches, 2) Cognitively Guided Instruction (CGI), 3) ILT, 4) Data-Driven Instruction, 5) Technology Integration, 6) Lucy Calkins Phonics K-2, 7) Utilizing District Instructional Coaches (TOSAs) to support initiative implementation, 8) Increasing student engagement through Kagan structures, 9) Staff differentiated book study on *The Coffee Bean*, *Relentless*, *Innovate Inside the Box*, *From Striving to Thriving*, *The Will to Lead*, *the Skill to Teach*, *Developing Numerical Fluency* 10) Professional Learning Communities (PLCs), and 11) Innovation and Design Lab, and 12) Early Broadcasting.

The “power of parents” can positively impact an entire school community! Promoting parent partnerships that enhance academic programs and the all-around success of our students is a top- priority for Lewis Elementary School. Our vision aligns with Downey Unified School District’s vision, which states, “All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character.” At Lewis Elementary School, we believe that partnerships and communication with parents and the community must be nurtured to optimize opportunities for learning and growth for our students.

Our daily goal continues to be having our parents enter our campus doors and feel welcome, which directly impacts student achievement. Based on the 2019-2020 LCAP Survey Results, 93% of our parents feel welcome when they are on Lewis Elementary School’s campus; 94% of our parents believe Lewis Elementary School has high expectations for all students; 95% of our parents feel their child is positively impacted by the Character Counts Program, and 96% of our parents feel our school has the technology needed for their child to learn. This data continues to “drive” our intentionality of ensuring that parents truly believe they are invaluable members of our TEAM. We are committed to creating a culture of universal achievement while integrating team building and unity among colleagues, students, parents, and community members.

Over the last few years, with our educational system reform, our parents are encouraged to have a “strong voice.” Research shows that parent involvement by itself can lead to great gains; and, when paired with other school improvement programs, its effects can be even greater. The outcomes can depend on many various factors. Outcomes from parent involvement include: 1) Significant reading progress by students who have parents participate; 2) Students demonstrating an increase in their Running Record Reading assessment scores; 3) Increase in Parent Attendance and Participation at Parent Meetings such as PTA, English Learner Advisory Committee (ELAC), and “Instructional Talks with Ms. Box and Mrs. Francis” Coffee with the Principals meetings; 4) Improved student behavior and attitude towards school; and 5) Improved communication between parents and teachers which results in increased student engagement, homework completion rates, and on-task classroom participation.

Our Parent-Teacher Association (PTA) has increased its membership! In addition, our parents have been committed to attending our monthly meetings! We were the recipient of the 2019-2020 National PTA School of Excellence! Way to go "All-Stars!"

Our goal in presenting you with this information is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Allison Box, PRINCIPAL

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	138
Grade 2	154
Grade 3	145
Grade 4	141
Grade 5	144
<b>Total Enrollment</b>	<b>879</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
Asian	2.3
Filipino	1.9
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.2
White	3
Two or More Races	0.9
Socioeconomically Disadvantaged	72.4
English Learners	20.5
Students with Disabilities	12.2
Foster Youth	1.5
Homeless	0.6

## 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 for Lewis Elementary	18-19	19-20	20-21
With Full Credential	33	32	34
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Downey Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	894
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Lewis Elementary School

Indicator	18-19	19-20	20-21
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 10/06/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading California, Houghton Mifflin adopted in 2003
Mathematics	California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015
Science	California Science, Macmillan/McGraw-Hill adopted in 2007
History-Social Science	History-Social Science for California, Scott Foresman adopted in 2006

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The district provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month in which data were collected: 6/15/2020**

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

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	58	N/A	53	N/A	50	N/A
Math	56	N/A	41	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 school site

#### Opportunities for Parental Involvement (School Year 2020-21)

Parents and community members are very supportive of the educational program at our school. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following committees or organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The contact person for parent involvement is Principal Box; she can be reached at (562) 904-3590.



**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.

**School Safety Plan (School Year 2020-2021)**

Safety of students and staff is the primary concern at our school. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Monthly fire drills and disaster drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school’s office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The School Safety Plan was last revised in October.

**Suspensions and Expulsions**

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.3	2.9	3.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.4	2.6	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	6		24	1	6	6	26			
1	30		4		26		5		26		5	
2	26		5		25		5		28	5		
3	23	1	5		27		5		28		5	
4	33		1	3	33		1	3	34			3
5	33		1	3	34			4	33		1	2
Other**					12	2			11	4		

\*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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	31

Elementary Education continues to focus on supporting teachers, their instructional practices and first best instruction. These collective efforts help us ensure we are doing everything possible to provide ongoing and timely academic support to our students while they remain in Distance Learning. Our short and long-term goals will continue to focus on doing what is necessary to provide engaging learning opportunities for all our students every day. Elementary Ed. held approximately 93 sixty to ninety-minute Zoom PD sessions to support elementary teachers. PD focused on ELA, Math, Science, Utilizing Technology Tools for Engagement, Building Relationships in a Virtual Environment, and sessions focused on implementing DUSD initiatives during DL. PD was also given to support teachers in assessing learning during Distance Learning.

Teachers are supported through Zoom PD sessions, Teacher on Special Assignment (TOSA) office hours, coaching, collaboration, co-teaching, and co-planning. TOSAs also modeled lessons, planned, and created lessons and resources for teachers that are in a shared Google Drive

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,669	\$50,029
Mid-Range Teacher Salary	\$90,680	\$77,680
Highest Teacher Salary	\$118,049	\$102,143
Average Principal Salary (ES)	\$134,329	\$128,526
Average Principal Salary (MS)	\$136,663	\$133,574
Average Principal Salary (HS)	\$153,683	\$147,006
Superintendent Salary	\$263,953	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38.0	33.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies and science) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

**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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12520.69	3507.04	9013.65	104442.28
District	N/A	N/A	9278.20	\$97,043
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.9	7.3
School Site/ State	15.1	22.8

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