

# Lewis Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Lewis Elementary School
<b>Street</b>	13220 Bellflower Blvd.
<b>City, State, Zip</b>	Downey, CA 90242
<b>Phone Number</b>	(562) 904-3590
<b>Principal</b>	Allison Box
<b>Email Address</b>	abox@dusd.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19 64451 6012785

## 2021-22 District Contact Information

<b>District Name</b>	Downey Unified School District
<b>Phone Number</b>	(562) 469-6500
<b>Superintendent</b>	John A. Garcia, Jr., Ph.D.
<b>Email Address</b>	webadmin@dusd.net
<b>District Website Address</b>	www.dusd.net

## 2021-22 School Overview

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

## 2021-22 School Overview

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

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	147
Grade 1	134
Grade 2	141
Grade 3	165
Grade 4	147
Grade 5	141
Total Enrollment	875

#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	2.3
Black or African American	3.9
Filipino	1.5
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.5
White	3.8
English Learners	17.5
Foster Youth	1
Homeless	1.5
Socioeconomically Disadvantaged	67.4
Students with Disabilities	11.2

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/05/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading California, Houghton Mifflin adopted in 2003		
<b>Mathematics</b>	California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015		
<b>Science</b>	California Science, Macmillan/McGraw-Hill adopted in 2007		
<b>History-Social Science</b>	History-Social Science for California, Scott Foresman adopted in 2006		
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

6/24/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	453	NT	NT	NT	NT
Female	234	NT	NT	NT	NT
Male	219	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	400	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	84	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	307	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	453	NT	NT	NT	NT
Female	234	NT	NT	NT	NT
Male	219	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	400	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	84	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	307	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	451	422	93.57%	6.43%	40.28%
Female	232	220	94.83%	5.17%	43.64%
Male	219	202	92.24%	7.76%	36.63%
American Indian or Alaska Native	0	0			
Asian	12	11	91.67%	8.33%	54.55%

<b>Black or African American</b>	14	13	92.86%	7.14%	23.08%
<b>Filipino</b>	8	8	100.00%	0.00%	50.00%
<b>Hispanic or Latino</b>	398	371	93.22%	6.78%	39.89%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	0.00%
<b>Two or More Races</b>	6	6	100.00%	0.00%	33.33%
<b>White</b>	12	12	100.00%	0.00%	58.33%
<b>English Learners</b>	84	76	90.48%	9.52%	22.37%
<b>Foster Youth</b>	6	6	100.00%	0.00%	16.67%
<b>Homeless</b>	10	8	80.00%	20.00%	0.00%
<b>Military</b>	3	3	100.00%	0.00%	33.33%
<b>Socioeconomically Disadvantaged</b>	312	289	92.63%	7.37%	33.91%
<b>Students Receiving Migrant Education Services</b>	0	0			
<b>Students with Disabilities</b>	71	58	81.69%	18.31%	13.79%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	451	403	89.36%	10.64%	30.27%
<b>Female</b>	232	211	90.95%	9.05%	22.75%
<b>Male</b>	219	192	87.67%	12.33%	38.54%
<b>American Indian or Alaska Native</b>	0	0			
<b>Asian</b>	12	11	91.67%	8.33%	45.45%
<b>Black or African American</b>	14	14	100.00%	0.00%	21.43%
<b>Filipino</b>	8	7	87.50%	12.50%	28.57%
<b>Hispanic or Latino</b>	398	354	88.94%	11.06%	29.94%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	0.00%
<b>Two or More Races</b>	6	5	83.33%	16.67%	20.00%
<b>White</b>	12	11	91.67%	8.33%	45.45%
<b>English Learners</b>	84	73	86.90%	13.10%	19.18%
<b>Foster Youth</b>	6	6	100.00%	0.00%	16.67%
<b>Homeless</b>	10	9	90.00%	10.00%	0.00%
<b>Military</b>	3	3	100.00%	0.00%	33.33%
<b>Socioeconomically Disadvantaged</b>	312	275	88.14%	11.86%	27.64%
<b>Students Receiving Migrant Education Services</b>	0	0			

<b>Students with Disabilities</b>	71	55	77.46%	22.54%	10.91%
-----------------------------------	----	----	--------	--------	--------

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	141	NT	NT	NT	NT
<b>Female</b>	70	NT	NT	NT	NT
<b>Male</b>	71	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	123	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	98	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	898	887	121	13.6
Female	445	441	52	11.8
Male	453	446	69	15.5
American Indian or Alaska Native	0	0	0	0.0
Asian	22	21	2	9.5
Black or African American	36	36	10	27.8
Filipino	13	13	0	0.0
Hispanic or Latino	777	767	102	13.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	13	13	3	23.1
White	34	34	4	11.8
English Learners	172	167	24	14.4
Foster Youth	12	12	3	25.0
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	612	608	94	15.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	114	30	26.3

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.33	0.00	3.37	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.44	2.65	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	1	6	
1	26		5	
2	25		5	
3	27		5	
4	33		1	3
5	34			4
6				
Other	12	2		

## 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	26		6	
1	26		5	
2	28		5	
3	28		5	
4	34			3
5	33		1	2
6				
Other	11	4		

## 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	25		6	
1	26		5	
2	27		5	
3	29		5	
4	35			4
5	34		1	3
6				
Other	10	4		

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	11611.68	2915.24	8696.45	103588.67
District	N/A	N/A	9383.06	\$98,765
Percent Difference - School Site and District	N/A	N/A	-7.6	4.8
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	2.9	20.1

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$58,678	\$50,897
Mid-Range Teacher Salary	\$92,267	\$78,461
Highest Teacher Salary	\$120,115	\$104,322
Average Principal Salary (Elementary)	\$136,680	\$131,863
Average Principal Salary (Middle)	\$139,055	\$137,086
Average Principal Salary (High)	\$156,373	\$151,143
Superintendent Salary	\$295,398	\$297,037
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	4%	5%

## Professional Development

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. Elementary teachers have had the opportunity to attend over 80 Professional Learning sessions since July 29, 2020. These sessions have included topics in all core content areas, as well as Student Engagement and SEL. The purpose of these sessions was to engage our teachers in deep learning, sharing various instructional strategies employed to meet the diverse instructional needs of ALL students. All PD sessions were designed and provided by the Elementary Ed. TOSA team. A TOSA Chat calendar was created and shared with all staff to make it easy to access all PD and resources. Topics included but were not limited to: Building Classroom Community, Getting the Year Started in Math and ELA, Student Engagement, Feedback and Assessments, Shared Reading, Engaging Asynchronous Work, and SEL. Technology integration sessions included but were not limited to: Zoom Training, Getting Started with Classkick, Google Classroom, Flipgrid, Jamboard, Using Minecraft as an Instructional Tool, and Notability.

In addition to weekly TOSA Chat opportunities, formal TOSA office hours were provided two days a week, as well as the open access to TOSAs at all times. A Shared Google Drive with access to all tools was made available to all teachers. All TOSAs were a click away to provide immediate support and guidance.

Monthly SDC PLC meetings were provided to support our special education teachers as well as trainings provided by the TOSAs to special education support staff.

Grade level math collaborations were also available for all teachers at the beginning of every math unit for every grade level.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	31	27

# Downey Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Downey Unified School District
<b>Phone Number</b>	(562) 469-6500
<b>Superintendent</b>	John A. Garcia, Jr., Ph.D.
<b>Email Address</b>	webadmin@dusd.net
<b>District Website Address</b>	www.dusd.net

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11647	1	0.01	99.99	--
Female	5657	0	0.00	100.00	--
Male	5987	1	0.02	99.98	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	195	0	0.00	100.00	--
Black or African American	318	0	0.00	100.00	--
Filipino	97	0	0.00	100.00	--
Hispanic or Latino	10444	1	0.01	99.99	--
Native Hawaiian or Pacific Islander	21	0	0.00	100.00	--
Two or More Races	83	0	0.00	100.00	--
White	476	0	0.00	100.00	--
English Learners	1664	0	0.00	100.00	--
Foster Youth	84	0	0.00	100.00	--
Homeless	244	0	0.00	100.00	--
Military	44	0	0.00	100.00	--
Socioeconomically Disadvantaged	7655	1	0.01	99.99	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1756	1	0.06	99.94	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11647	1	0.01	99.99	--
Female	5657	0	0.00	100.00	--
Male	5987	1	0.02	99.98	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	195	0	0.00	100.00	--
Black or African American	318	0	0.00	100.00	--
Filipino	97	0	0.00	100.00	--
Hispanic or Latino	10444	1	0.01	99.99	--
Native Hawaiian or Pacific Islander	21	0	0.00	100.00	--
Two or More Races	83	0	0.00	100.00	--
White	476	0	0.00		--
English Learners	1664	0	0.00	100.00	--
Foster Youth	84	0	0.00	100.00	--
Homeless	244	0	0.00	100.00	--
Military	44	0	0.00	100.00	--
Socioeconomically Disadvantaged	7655	1	0.01	99.99	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1756	1	0.06	99.94	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

