

Lewis Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Lewis Elementary School
Street	13220 Bellflower Blvd.
City, State, Zip	Downey, CA 90242
Phone Number	(562) 904-3590
Principal	Tami Francis
Email Address	tfrancis@dusd.net
School Website	
Grade Span	P-5
County-District-School (CDS) Code	19 64451 6012785

2025-26 District Contact Information

District Name	Downey Unified School District
Phone Number	(562) 469-6500
Superintendent	Roger Brossmer, Ed.D.
Email Address	webadmin@dusd.net
District Website	www.dusd.net

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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. 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 educational partners 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), and Instructional Leadership Team (ILT) 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 Small Group Learning 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 2025-2026 school year include:

1) Structured 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, GLAD strategies, GATE strategies, and AVID strategies; 9) Professional Learning Communities (PLCs), 10) Innovation and Design Lab, and 11) 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 2024-2025 LCAP Survey Results, 96% of our parents feel welcome when they are on Lewis Elementary School's campus; 96% of our parents believe Lewis Elementary School has high expectations for all students; 92% 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.

2025-26 School Description and Mission Statement

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 “All-Star Families Connect with Mrs. Francis and Mrs. Barrera” 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!

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.

Tami Francis, PRINCIPAL

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	158
Grade 1	122
Grade 2	114
Grade 3	128
Grade 4	148
Grade 5	140
Total Enrollment	810

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
Asian	2.8
Black or African American	4.6
Filipino	1.9
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.4
White	5.4
English Learners	16.8
Foster Youth	0.1
Homeless	2.7
Socioeconomically Disadvantaged	76.9
Students with Disabilities	16.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30	89.55	865.9	87.35	234405.2	84
Intern Credential Holders Properly Assigned	0.5	1.49	8.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.99	52.1	5.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.4	0.85	11953.1	4.28
Unknown/Incomplete/NA	2	5.97	56.1	5.67	15831.9	5.67
Total Teaching Positions	33.5	100	991.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32	89.79	887.5	86.91	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	8.8	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	10.21	112.8	11.05	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.1	0.8	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.8	0.38	14303.8	5.15
Total Teaching Positions	35.6	100	1021.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.5	94.2	888.8	86.35	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.9	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	5.8	101	9.81	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.2	0.61	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.8	2.32	13705.8	4.91
Total Teaching Positions	34.5	100	1029.3	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	3.6	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3.6	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3	9.3	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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

09/09/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading California, Houghton Mifflin adopted in 2003	0
Mathematics	California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015	0
Science	California Science, Macmillan/McGraw-Hill adopted in 2007	0
History-Social Science	History-Social Science for California, Scott Foresman adopted in 2006	0

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

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.

School Facility Conditions and Planned Improvements

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	7/25/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			D RESTROOM 2:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B RESTROOM 1: Urinal Clogged Work Order 193310, Lights need new ballast Work Order 193309
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			A6: Leaking roof Work Order 191458
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	59	52	55	47	48
Mathematics (grades 3-8 and 11)	50	56	37	41	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	415	409	98.55	1.45	59.17
Female	192	191	99.48	0.52	60.21
Male	223	218	97.76	2.24	58.26
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	58.33
Black or African American	19	19	100.00	0.00	57.89
Filipino	--	--	--	--	--
Hispanic or Latino	344	338	98.26	1.74	58.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	73.08
English Learners	55	53	96.36	3.64	26.42
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	327	321	98.17	1.83	57.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	75	94.94	5.06	12.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	415	408	98.31	1.69	55.88
Female	192	191	99.48	0.52	55.50
Male	223	217	97.31	2.69	56.22
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	50.00
Black or African American	19	19	100.00	0.00	57.89
Filipino	--	--	--	--	--
Hispanic or Latino	344	337	97.97	2.03	54.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	69.23
English Learners	55	53	96.36	3.64	28.30
Foster Youth	0	0	0	0	0
Homeless	13	11	84.62	15.38	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	327	320	97.86	2.14	53.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	75	94.94	5.06	14.67

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.95	32.87	27.95	32.39	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	143	100.00	0.00	32.87
Female	66	66	100.00	0.00	24.24
Male	77	77	100.00	0.00	40.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	119	100.00	0.00	31.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	117	100.00	0.00	29.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	8.00

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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.1	96.1	96.1	96.1	96.1

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.

2025-26 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)
- Parent Focus groups/Coffee with the Principal Events

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 Francis; she can be reached at (562) 904-3590.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	846	832	160	19.2
Female	395	386	73	18.9
Male	451	446	87	19.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	2	8.3
Black or African American	42	41	8	19.5
Filipino	17	17	1	5.9
Hispanic or Latino	705	692	135	19.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	5	45.5
White	46	46	9	19.6
English Learners	141	138	24	17.4
Foster Youth	--	--	--	--
Homeless	22	22	11	50.0
Socioeconomically Disadvantaged	655	643	133	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	150	39	26.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.57	0.92	0.71	3.7	3.15	3.1	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.71	0.00
Female	0.51	0.00
Male	0.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.17	0.00
Black or African American	4.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.13	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	0.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.30	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. The school site sends feedback to staff after every drill to inform success and retrieve feedback input to make sure drills are successful.

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 safety committee 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 4, 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	2	4	0
1	27	0	4	0
2	25	0	5	0
3	26	0	5	0
4	23	2	4	0
5	30	1	0	3
6	0	0	0	0
Other	12	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	0	4	0
1	26	0	4	0
2	28	0	4	0
3	26	0	5	0
4	33	0	2	1
5	35	0	0	4
6	0	0	0	0
Other	10	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		4	
1	28		4	
2	26		4	
3	30		4	
4	33		2	
5	33		2	
Other	28	6		1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,173	\$5,441	\$11,732	\$123,148
District	N/A	N/A	\$12,023	\$120,534
Percent Difference - School Site and District	N/A	N/A	-2.5	2.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	5.1	20.4

Fiscal Year 2024-25 Types of Services Funded

Students with identified academic needs are provided targeted support before, during, and after the instructional day. Title I funds are used to provide focused academic interventions in core subject areas. Title III funds provide resources for multilingual learners in developing English language proficiency and meeting grade-level standards across core content areas. In addition, LCAP Supplemental and Concentration funds are utilized to strengthen in-class academic support, expand extended and applied learning opportunities, provide social-emotional and behavioral supports, and extend learning beyond the traditional school day.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$70,532	\$60,863
Mid-Range Teacher Salary	\$110,905	\$93,575
Highest Teacher Salary	\$144,379	\$125,548
Average Principal Salary (Elementary)	\$164,291	\$157,645
Average Principal Salary (Middle)	\$167,145	\$165,341
Average Principal Salary (High)	\$187,962	\$182,580
Superintendent Salary	\$357,936	\$357,064
Percent of Budget for Teacher Salaries	32.61%	30.36%
Percent of Budget for Administrative Salaries	3.45%	4.88%

Professional Development

Elementary Education continues to focus on supporting teachers and administrators with instructional practices and first-best instruction. These collective efforts help us ensure we are doing everything to provide ongoing and timely academic opportunities and support. These professional learning opportunities include classroom lessons, individual teacher support, grade level PLC meetings, staff meetings, administrator meetings, and districtwide professional learning, to name just some of the ways professional learning support is offered.

In the first best instruction, our focus continues to be on our core content areas, with a priority on math and science, integrating creative technology in meaningful and relevant ways, and analyzing data. During these professional learning opportunities, our goal is to engage our teachers in deep learning and sharing various instructional strategies to meet the diverse instructional needs of all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	75	88	93