

Stauffer Middle 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	Stauffer Middle School
Street	11985 Old River School Road
City, State, Zip	Downey, CA 90242
Phone Number	(562) 904-3565
Principal	Allison Box
Email Address	abox@dusd.net
School Website	www.dusd.net/stauffer
Grade Span	5-8
County-District-School (CDS) Code	19 64451 6057640

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.

Our vision at Stauffer Middle School is that all children are valuable and can achieve academic success. As a team of parents, staff, and students, we work hard to ensure that our students become college and career ready, globally competitive, and citizens of strong character. Therefore, the staff at Stauffer Middle School strives to constantly improve in the areas of teacher training, parent involvement, instruction, safety, attendance, discipline, character education, and positive culture. The staff is

2025-26 School Description and Mission Statement

dedicated to work as a partner with parents, students, and the community to ensure that all students master grade-level standards to become critical readers, community members with positive character traits, Independent life-long learners, and engaged communicators. We encourage our students to Read, Lead, and Succeed!

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.

Thank you,

Allison Box, Ed.D.
Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	423
Grade 7	456
Grade 8	450
Total Enrollment	1,329

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.6
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	2
Filipino	0.5
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.8
White	3.4
English Learners	11
Foster Youth	0.2
Homeless	3.8
Socioeconomically Disadvantaged	83.1
Students with Disabilities	15

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)	45.5	81.65	865.9	87.35	234405.2	84
Intern Credential Holders Properly Assigned	1.3	2.49	8.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.5	9.93	52.1	5.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.24	8.4	0.85	11953.1	4.28
Unknown/Incomplete/NA	2.6	4.66	56.1	5.67	15831.9	5.67
Total Teaching Positions	55.8	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)	48.9	85.45	887.5	86.91	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	1.15	8.8	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7	12.38	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	0.5	1	3.8	0.38	14303.8	5.15
Total Teaching Positions	57.2	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)	50.8	84.37	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)	8.5	14.22	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	0.8	1.39	23.8	2.32	13705.8	4.91
Total Teaching Positions	60.2	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	5.50	7	8.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.50	7	8.5

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	0.60	0	0
Total Out-of-Field Teachers	0.60	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)	11.1	11.8	16.3
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	Prentice Hall Literature: Timeless Voices, Timeless Themes Prentice Hall (Pearson Education) adopted in 2002	0
Mathematics	McGraw Hill California Math Course 1 (Gr. 6), adopted 2015 McGraw Hill California Math Course 2 (Gr. 7), adopted 2015 McGraw Hill California Math Course 3 (Gr. 8), adopted 2015	0
Science	California Earth Science, Holt adopted in 2008 California Life Science, Holt adopted in 2008 California Physical Science, Holt adopted in 2008	0
History-Social Science	Ancient Civilizations, McDougal Littell adopted in 2007 Medieval to Early Modern Times, Holt adopted in 2007 The American Journey, Glencoe adopted in 2007	0
Foreign Language	McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022 Vista Higher Learning, Descubre, Level 1-3 adopted 2015 Vista Higher Learning, Mosaik, Level 1-3 adopted 2015 Vista Higher Learning, D'Accord, Level 1-3 adopted 2015	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.

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

7/23/2025

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			57:00:00 66:00:00
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS RESTROOM: Clogged toilet Work Order 193062
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4): Statewide Assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 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)	53	50	52	55	47	48
Mathematics (grades 3-8 and 11)	33	38	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	1322	1289	97.50	2.50	49.96
Female	632	619	97.94	2.06	54.28
Male	688	668	97.09	2.91	45.96
American Indian or Alaska Native	--	--	--	--	--
Asian	19	17	89.47	10.53	70.59
Black or African American	27	26	96.30	3.70	34.62
Filipino	--	--	--	--	--
Hispanic or Latino	1209	1185	98.01	1.99	49.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	63.64
White	46	41	89.13	10.87	58.54
English Learners	89	77	86.52	13.48	7.79
Foster Youth	--	--	--	--	--
Homeless	55	53	96.36	3.64	39.62
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1093	1065	97.44	2.56	46.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	193	179	92.75	7.25	14.53

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	1322	1298	98.18	1.82	37.60
Female	632	626	99.05	0.95	35.94
Male	688	670	97.38	2.62	39.25
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	66.67
Black or African American	27	26	96.30	3.70	26.92
Filipino	--	--	--	--	--
Hispanic or Latino	1209	1191	98.51	1.49	36.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	66.67
White	46	42	91.30	8.70	42.86
English Learners	89	84	94.38	5.62	10.71
Foster Youth	--	--	--	--	--
Homeless	55	54	98.18	1.82	37.04
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1093	1072	98.08	1.92	34.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	193	178	92.23	7.77	7.87

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)	33.41	35.16	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	447	438	97.99	2.01	35.16
Female	228	224	98.25	1.75	34.38
Male	219	214	97.72	2.28	35.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	11	91.67	8.33	18.18
Filipino	0	0	0	0	0
Hispanic or Latino	410	403	98.29	1.71	34.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	66.67
English Learners	25	23	92.00	8.00	0.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	383	374	97.65	2.35	32.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	6.38

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 7	95.1	95.1	95.1	95.1	95.1

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)
- Community Schools Parent Advisory Committee

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) 904-3565.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1400	1382	299	21.6
Female	664	653	136	20.8
Male	734	727	163	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	19	2	10.5
Black or African American	29	29	10	34.5
Filipino	--	--	--	--
Hispanic or Latino	1276	1265	271	21.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	12	3	25.0
White	52	48	12	25.0
English Learners	166	162	41	25.3
Foster Youth	--	--	--	--
Homeless	60	60	22	36.7
Socioeconomically Disadvantaged	1162	1146	274	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	213	210	66	31.4

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
6.45	5.89	6.86	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	6.86	0.00
Female	4.97	0.00
Male	8.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.00	0.00
Black or African American	10.34	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	15.38	0.00
English Learners	13.25	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	7.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.92	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.

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 October.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	24	5
Mathematics	28	5	29	3
Science	30	2	23	5
Social Science	28	4	23	5

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	29	1
Mathematics	30		26	4
Science	29	2	29	
Social Science	29	2	29	

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	31	
Mathematics	26	7	32	
Science	28	3	29	
Social Science	27	6	26	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	442.33

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)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	\$19,849	\$8,503	\$11,346	\$132,855
District	N/A	N/A	\$12,023	\$120,534
Percent Difference - School Site and District	N/A	N/A	-5.8	9.7
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	1.8	27.9

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

Secondary Education has identified three core professional development priorities for all schools: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning. All staff development efforts are intentionally designed to support these priorities and strengthen instructional practices across all campuses.

To advance Excellence in Teaching and Learning, educators engage in ongoing professional development that emphasizes effective instructional design, purposeful checks for understanding, and the use of small group instruction to address diverse

Professional Development

learner needs. Teachers receive training on strategies to monitor student progress and implement timely reteaching when needed.

A major focus of staff development includes technology integration and digital learning. Teachers participate in targeted professional development on instructional technology tools, classroom applications, and one to one device integration. These trainings ensure that teachers are equipped to:

- Use technology intentionally to enhance instruction,
- Support students in building digital literacy and academic technology skills,
- Facilitate differentiated learning through small group digital tools,
- Leverage platforms that offer immediate feedback to check for understanding, and
- Integrate digital resources that increase engagement and access for all learners.

Teachers engage in continuous improvement through Professional Learning Communities (PLCs). PLCs collaborate to identify essential standards, analyze student work, and develop a guaranteed and viable curriculum across all core content areas. This collaborative structure ensures instructional coherence and equity for all students.

To support students needing additional academic assistance, the district implements a multi tiered approach to intervention.

- Tier 1 interventions occur during regular instructional periods and include core classroom strategies, differentiation, and flexible grouping.
- Tier 2 interventions provide more targeted support outside of the classroom period through intensive, research based programs and teacher led interventions.

In alignment with the priority of Student and Staff Wellness, campuses continue to implement Social Emotional Learning (SEL) practices using Capturing Kids’ Hearts strategies and selected SEL curriculum resources. Professional development in this area prepares staff to help students develop resiliency, self management, responsible decision-making, and other competencies essential for academic and life success.

Teachers also participate in professional development focused on English Language Development (ELD). Training emphasizes the integration of designated and integrated ELD strategies across the four literacy domains: reading, writing, listening, and speaking. This work supports multilingual learners in making progress toward reclassification and successful participation in rigorous secondary coursework.

To strengthen inclusive practices and ensure access for all students, the district continues to build capacity in co teaching teams. General education and special education teachers collaborate to plan and deliver instruction that supports students in meeting rigorous graduation requirements. Senior Instructional Assistants also receive targeted training to enhance the effectiveness of the push in model.

Additionally, staff development includes work aligned with the district’s comprehensive TK 12 Visual and Performing Arts (VAPA) Strategic Plan, which outlines goals, timelines, and resources to expand and strengthen arts instruction across all grade levels.

All staff receive ongoing training and updates aligned to the DUSD Equity Plan. These sessions support educators in recognizing, addressing, and preventing issues related to safety, inequality, discrimination, systemic racism, and accountability. This work reinforces the district’s commitment to providing safe, inclusive, and culturally responsive learning environments for 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	81	76	66