

# Williams 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                       | Williams Elementary School  |
| Street                            | 7530 Arnett Street  |
| City, State, Zip                  | Downey, CA 90241  |
| Phone Number                      | (562) 904-3564  |
| Principal                         | Billie Barrios  |
| Email Address                     | bbarrios@dusd.net   |
| School Website                    | <a href="https://web.dusd.net/williams/">https://web.dusd.net/williams/</a> |
| Grade Span                        | K-3   |
| County-District-School (CDS) Code | 19 64451 6012900  |

## 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 | <a href="http://www.dusd.net">www.dusd.net</a> |

## 2025-26 School Description and Mission Statement

Williams Elementary School is where we believe that "Every Student Matters, Every Moment Counts." We are committed to preparing our 21st Century Students for a global society where they must be communicators, creators, critical thinkers, collaborators, and responsible citizens. Our school provides a safe learning environment where all students will graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character. As a school, we work together to ensure student achievement through "First Best Instruction." FBI incorporates highly effective research-based lesson design techniques, proficiency in technology and using methods that guarantee students are learning meaningful context. Our goal is for all students to reach their full academic potential as they become college and career ready. In order to meet the social-emotional needs of all our students, we promote CHARACTER COUNTS!, Positive Behavioral

2025-26 School Description and Mission Statement

Interventions and Support (PBIS) framework. We provide various support services such as on-site counseling, Educationally Related Intensive Counseling Services (ERICS) social groups, we are a community school with a Family and Community Engagement (FACE) liaison, and True Lasting Connections (TLC) Family Resource Center for our students and community.

Williams' Enrollment is approximately 727 students in grades Transitional Kindergarten through 3rd Grade. Title 1 and Multi-Lingual Language Development (ELD) programs are available to support students in need of these services. In addition, our school has a Resource Specialist Program and five special day classes to serve students with special needs. Williams Elementary consists of one principal, one vice principal, one school psychologist, 33 full-time credentialed teachers, 1.5 speech and language pathologists and credentialed reading, math, and multi-lingual interventionists. We currently have Dual Immersion Spanish Class Tk - 2nd grades. tEach year moving forward, we will grow one grade level until students reach third grade.

Our school has a multi-ethnic population with the following groups represented: African American (2.2%); Asian (2.7%); Hispanic (90%); White (3.7%). Students use a variety of languages in addition to English, with Spanish being the most common. Our diverse student population consists of: English Learners (19.8%), Foster Youth (.1%), Homeless (1.1%), Socioeconomically Disadvantaged (76.6%), and Students with Disabilities (13.6%). We are proud of our communities rich cultural background because it strengthens our school climate and the respect that our students show one another.

Our Parent-Teacher Association (PTA) is committed to serving the school, fundraising and donating money for student field trips, library books, and emergency supplies. Through periodic parent surveys, we develop parent education workshops that focus on specific needs and requests. As a TK-3rd grade staff, we are passionate about establishing a strong foundation to help our students become lifelong learners who are citizens of strong character. We create an atmosphere that values our entire school community and fosters a growth mindset. Every teacher knows their purpose as they prepare students to reach future success. We build lasting relationships with students because we believe our kids do deserve the best.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 256                |
| Grade 1          | 155                |
| Grade 2          | 152                |
| Grade 3          | 173                |
| Total Enrollment | 736                |

2024-25 Student Enrollment by Student Group

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female                          | 49.9                        |
| Male                            | 50.1                        |
| Asian                           | 2.7                         |
| Black or African American       | 2.2                         |
| Filipino                        | 0.8                         |
| Hispanic or Latino              | 89.5                        |
| Two or More Races               | 1.1                         |
| White                           | 3.7                         |
| English Learners                | 19.8                        |
| Foster Youth                    | 0.1                         |
| Homeless                        | 1.1                         |
| Socioeconomically Disadvantaged | 76.6                        |
| Students with Disabilities      | 13.6                        |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 26            | 92.86          | 865.9           | 87.35            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 8.6             | 0.87             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 3.57           | 52.1            | 5.26             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 8.4             | 0.85             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 1             | 3.57           | 56.1            | 5.67             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 28            | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 25            | 86.21          | 887.5           | 86.91            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 3.45           | 8.8             | 0.86             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3             | 10.34          | 112.8           | 11.05            | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 8.1             | 0.8              | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 3.8             | 0.38             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 29            | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 27            | 87.1           | 888.8           | 86.35            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 3.23           | 9.3             | 0.9              | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 2             | 6.45           | 101             | 9.81             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 6.2             | 0.61             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 1             | 3.23           | 23.8            | 2.32             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 31            | 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 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>  | 1.00    | 3       | 2       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 1.00    | 3       | 2       |

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

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

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 4       | 7.6     | 7.1     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 3.2     |

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 /<br>Indicate if from Most Recent Adoption / Year of Adoption | Percent Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|---|--|
| <b>Reading/Language Arts</b>  | Reading California, Houghton Mifflin adopted in 2003  | 0  |
| <b>Mathematics</b>            | California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015   | 0  |
| <b>Science</b>                | California Science, Macmillan/McGraw-Hill adopted in 2007   | 0  |
| <b>History-Social Science</b> | 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.

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.

School Facility Conditions and Planned Improvements

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 | 7/21/2025 |
|--|-----------|

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned             |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   |           | X         |           | 15:00<br>36:00:00<br>37:00:00<br>19: ü<br>K4:<br>K40: |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 66                | 64                | 52                  | 55                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 71                | 75                | 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                                  | 169                     | 160                  | 94.67                 | 5.33                      | 63.75                          |
| Female  | 93                      | 88                   | 94.62                 | 5.38                      | 65.91                          |
| Male  | 76                      | 72                   | 94.74                 | 5.26                      | 61.11                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 151                     | 143                  | 94.70                 | 5.30                      | 63.64                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 24                      | 20                   | 83.33                 | 16.67                     | 35.00                          |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 130                     | 121                  | 93.08                 | 6.92                      | 57.02                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 30                      | 25                   | 83.33                 | 16.67                     | 24.00                          |

### 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  | 169                           | 161                        | 95.27                       | 4.73                            | 75.16                                   |
| Female  | 93                            | 89                         | 95.70                       | 4.30                            | 71.91                                   |
| Male  | 76                            | 72                         | 94.74                       | 5.26                            | 79.17                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian   | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | --                            | --                         | --                          | --                              | --                                      |
| Hispanic or Latino                            | 151                           | 144                        | 95.36                       | 4.64                            | 75.69                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White   | --                            | --                         | --                          | --                              | --                                      |
| English Learners                              | 24                            | 22                         | 91.67                       | 8.33                            | 40.91                                   |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | --                            | --                         | --                          | --                              | --                                      |
| Socioeconomically Disadvantaged               | 130                           | 122                        | 93.85                       | 6.15                            | 70.49                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 30                            | 25                         | 83.33                       | 16.67                           | 40.00                                   |

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) |                   |                   | 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  |                  |               |                |                    |                         |
| Female  |                  |               |                |                    |                         |
| Male  |                  |               |                |                    |                         |
| American Indian or Alaska Native  |                  |               |                |                    |                         |
| Asian   |                  |               |                |                    |                         |
| Black or African American   |                  |               |                |                    |                         |
| Filipino  |                  |               |                |                    |                         |
| Hispanic or Latino  |                  |               |                |                    |                         |
| Native Hawaiian or Pacific Islander   |                  |               |                |                    |                         |
| Two or More Races   |                  |               |                |                    |                         |
| White   |                  |               |                |                    |                         |
| English Learners  |                  |               |                |                    |                         |
| Foster Youth  |                  |               |                |                    |                         |
| Homeless  |                  |               |                |                    |                         |
| Military  |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged   |                  |               |                |                    |                         |
| Students Receiving Migrant Education Services   |                  |               |                |                    |                         |
| Students with Disabilities  |                  |               |                |                    |                         |

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   | NA                            | NA  | NA   | NA   | NA                       |

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)

\* Pastries with Principals - covers various topics for Parent Education including - School Safety, SEL support, Community Schools, and ELA Support.

\* Social Activities such as Mariachi Night, Trunks-n-Treats, Loteria night, and Picnics on the Lawn

\* Community School Advisory Board

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 Barrios; she can be reached at (562) 904-3564.

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 764                   | 759                                     | 203                       | 26.7                     |
| Female  | 382                   | 380                                     | 95                        | 25.0                     |
| Male  | 382                   | 379                                     | 108                       | 28.5                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 21                    | 20                                      | 3                         | 15.0                     |
| Black or African American                     | 17                    | 17                                      | 3                         | 17.6                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 681                   | 677                                     | 183                       | 27.0                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 31                    | 31                                      | 11                        | 35.5                     |
| English Learners                              | 152                   | 152                                     | 35                        | 23.0                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 12                    | 11                                      | 3                         | 27.3                     |
| Socioeconomically Disadvantaged               | 588                   | 584                                     | 165                       | 28.3                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 125                   | 125                                     | 41                        | 32.8                     |

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 |
| 0.58           | 0.55           | 0.92           | 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                                  | 0.92             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 1.83             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 5.88             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.73             | 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                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 1.19             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.80             | 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, Lockdown 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 Elementary Campus Assistants (ECA) monitor activity and ensure student safety. We meet with a Safety Committee to discuss any safety concerns that need to be addressed at the school site. Any problems they see at the school site are discussed and resolved within the committee members. All staff members are updated with the information discussed at the meetings.

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 Comprehensive School Safety Plan was revised on September 30, 2025, and approved by the School Site Council.

## 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           | 22                 | 3                                    | 5                                     | 0                                   |
| 1           | 26                 | 0                                    | 6                                     | 0                                   |
| 2           | 27                 | 0                                    | 5                                     | 0                                   |
| 3           | 25                 | 0                                    | 5                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 0                  | 0                                    | 0                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 12                 | 3                                    | 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           | 20                 | 2                                    | 5                                     | 0                                   |
| 1           | 28                 | 0                                    | 5                                     | 0                                   |
| 2           | 27                 | 0                                    | 6                                     | 0                                   |
| 3           | 26                 | 0                                    | 5                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 0                  | 0                                    | 0                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 11                 | 2                                    | 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           | 25                 |                                      | 6                                     |                                     |
| 1           | 28                 |                                      | 5                                     |                                     |
| 2           | 25                 |                                      | 6                                     |                                     |
| 3           | 28                 |                                      | 6                                     |                                     |
| Other       | 45                 | 3                                    |                                       | 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                                   | \$19,179                     | \$6,624                             | \$12,555                              | \$119,559              |
| District                                      | N/A                          | N/A                                 | \$12,023                              | \$120,534              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 4.3                                   | -0.8                   |
| State   | N/A                          | N/A                                 | \$11,146                              | \$100,333              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 11.9                                  | 17.5                   |

## 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      |