

# William Green 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	William Green Elementary School
<b>Street</b>	4520 West 168th Street
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 370-3585
<b>Principal</b>	Laura Quane
<b>Email Address</b>	<a href="mailto:laura_quane@lawndalesd.net">laura_quane@lawndalesd.net</a>
<b>School Website</b>	<a href="http://green.lawndalesd.net/">green.lawndalesd.net/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19-64691-6014930

### 2025-26 District Contact Information

<b>District Name</b>	Lawndale Elementary School District
<b>Phone Number</b>	(310) 973-1300
<b>Superintendent</b>	Ms. Virginia Castro
<b>Email Address</b>	<a href="mailto:virginia_castro@lawndalesd.net">virginia_castro@lawndalesd.net</a>
<b>District Website</b>	<a href="http://www.lawndalesd.net">www.lawndalesd.net</a>

### 2025-26 School Description and Mission Statement

#### School Description:

William Green School consolidates Federal Title I funds in a school-wide program for the instructional support of all students primarily students with needs. Green is one of eight schools in the Lawndale Elementary School District. Located in a small, low to middle socioeconomic community in the heart of the South Bay, Green School has approximately 480 TK-5 students, who come from a diverse background. Eighty-one percent (81%) of our students are Hispanic; approximately 37% of our students are English Learners; Approximately 91.3% of our total students participate in the free/reduced meal program.

The skills and efforts of the staff have made Green School a place where students and adults work in an atmosphere of

## 2025-26 School Description and Mission Statement

courtesy and positive feelings towards themselves and others. Under the school-wide program, all students benefit from Title 1 funds. Students in our Gifted and Talented Education (GATE) program, in grade 5, are offered opportunities for STEM enrichment after school at site through programs such as Mad Science and other small groups focused on math and science. Students with Individual Education Plans (IEPs) receive specific instruction through the team efforts of the Learning Center teachers, speech and language pathologist, psychologist, classroom teachers, and instructional coaches in ELA, Math and ELD.

Green School has one full-time Language Arts Specialist (LAS) for intervention monitoring and instructional coaching, Instructional aides provide small-group support in the area of English-Language Arts using push-in and pull-out models. In addition to the support provided by the LAS, approximately 150 students are in our after-school program, RAP, which are funded by grants. All program staff work closely and collaboratively with the teachers to ensure that the students' needs are being met. We also have a full-time Math Teacher on Special Assignment and an English Learner Instructional Resource Teacher (ELIRT) that provide our staff with instructional support in the areas of Math and ELD. Students socio-emotional needs are met by our full time Social Worker and the interns that work with her. The Title I funds are allocated toward intervention support in and out of the classroom. In addition to having a Language Arts Specialist, there are two 5 hour assistants and one 3 hour assistant. Both 5 hour instructional assistants work directly with the Language Arts Specialist and service students, the one 3 hour instructional assistant works directly with the Math TOSA and service students. Students at Green also receive intervention in the area of ELD. Students are selected using grade level universal screenings and benchmark assessments so we can ensure that the students with the most need are being serviced.

The staff, students, and community are dedicated to ensure that a high level of expectation of academic excellence is maintained for all our students. The vision and mission of the William Green Elementary School is that school staff work collaboratively to provide a learning environment where all students learn at high levels. We are a school where staff, students and community work collaboratively to promote academic, social, emotional and physical growth to enable all students to become responsible, capable and contributing members of society. To put this mission into an operational framework, we have established our the motto "Eagles, SOAR, high." The letters in the word soar are the areas of focus based on our beliefs below. At William Green Elementary students Stay Safe, Own their Actions, Act with kindness, so we are ready to learn. Our school mission statement is William Green Elementary is a community of life-long learners. Together we are safe, kind, and responsible. This mission is consistent with State and District Guidelines. We believe William Green Elementary School is an Educational Partnership that is a collaboration of families, students, teachers, classified personnel, administrators and the community. We are dedicated to producing lifelong learners who will become positive contributors and producers in our future society.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	79
Grade 2	80
Grade 3	81
Grade 4	87
Grade 5	101
<b>Total Enrollment</b>	<b>516</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
Asian	4.7
Black or African American	4.8
Hispanic or Latino	83.3
Two or More Races	1.4
White	3.5
English Learners	38.2
Foster Youth	0.2
Homeless	2.3
Socioeconomically Disadvantaged	88.8
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>	25	100	234.7	94.27	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	1.2	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	4.1	1.67	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	0.4	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	6	2.45	15831.9	5.67
<b>Total Teaching Positions</b>	25	100	249	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>	23.6	97.93	228	93.35	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.5	2.07	3.5	1.43	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.6	3.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	5	2.08	14303.8	5.15
<b>Total Teaching Positions</b>	24.1	100	244.2	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>	23.4	97.91	228.5	92.27	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.5	2.09	4	1.61	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.7	3.12	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	7.4	2.99	13705.8	4.91
<b>Total Teaching Positions</b>	23.9	100	247.7	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>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## 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> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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 Lawndale Elementary School District regularly reviews and updates its textbooks and instructional materials in accordance with California Department of Education regulations. The District ensures that all students have access to standards-aligned, high-quality instructional materials in all core subject areas. Williams Legislation reports consistently confirm that student access to textbooks and instructional materials meets all state requirements.

To support effective instruction and alignment to current standards, the District has adopted updated curriculum resources across multiple content areas. Benchmark Advance 2.0 was adopted in 2023 for English Language Arts, Illustrative Mathematics was adopted in 2024, and Amplify Science was adopted in 2025. These adoptions provide teachers with research-based resources, embedded assessments, and instructional supports designed to meet the diverse academic needs of students. Ongoing professional development accompanies each adoption to support effective implementation and ensure high-quality instruction across classrooms.

Year and month in which the data were collected

December 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	Benchmark Advance 2022	0
Mathematics	Illustrative Math 2024	0
Science	Amplify 2025	0
History-Social Science	Scott Foresman	0
Foreign Language	N/A	NA
Health	N/A	NA
Visual and Performing Arts	N/A	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

## School Facility Conditions and Planned Improvements

At William Green, we are exceedingly proud of the quality of our school facility and its support of teaching and learning. The two-year modernization of our campus was completed in May 2002. Originally built in 1952, all permanent classrooms, offices

## School Facility Conditions and Planned Improvements

and buildings received a comprehensive upgrading. The school has 46 classrooms, a multipurpose room, a library, preschool classrooms, program office, workroom and administration building. Bungalows were added each year from 2000-2003 to accommodate an expanding enrollment and Class Size Reduction.

The school playground area in combination with the park facilities, provide demarcated play and sports areas that support our standards-based physical education programs. In addition to the modernization of our classrooms, the 1.9-acre park adjacent to our school (William Green Park) was fully upgraded and improved in Fall 2014. Complete with a baseball diamond, large grassy field, basketball courts and two large play apparatuses, this facility is used by our students for recesses and P.E. and noon sports during the school day, and as a community park after school and on weekends. A chain-link fence lines the perimeter of the park and is kept locked during school hours.

### Improvements made after modernization

- Installation of filtered drinking fountain and bottle refilling station
- A complete Kitchen renovation was completed in 2015.

### Measure L and ESSER funded facility Improvements 2017-2021

- Painted exterior of all buildings, fences, and external metal surfaces
- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Replaced all HVAC heat pumps with new units throughout campus
- New carpet in rooms 25-37

### Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

William Green School takes great efforts to ensure that its campus and student learning environments are clean, safe and functional consistent with the Williams Act. Uniform Complaint Procedure notifications are posted in all classrooms and offices. The district governing board has adopted cleaning standards for all schools in the district. Restrooms have been upgraded and are monitored at regular intervals throughout the day by the custodial and administrative staff. 100% of toilets, faucets and hand dryers are functional. The principal and assistant principal work daily with the custodial team to develop cleaning schedules and target areas to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An electronic work order process is currently used to facilitate efficient service, provide regular status reports and ensure that emergency repairs are given the highest priority.

- Replaced defective hand dryers. September 2024
- Replaced faulty fire alarm panels. December 2024

### Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Replaced broken or stained ceiling tiles as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Broken sink awaiting repair
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	45	49	51	47	48
<b>Mathematics</b> (grades 3-8 and 11)	26	31	35	37	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
<b>All Students</b>	269	262	97.40	2.60	44.66
<b>Female</b>	143	138	96.50	3.50	48.55
<b>Male</b>	126	124	98.41	1.59	40.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	75.00
<b>Black or African American</b>	19	19	100.00	0.00	26.32
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	217	211	97.24	2.76	45.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	33.33

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	70	65	92.86	7.14	16.92
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	244	237	97.13	2.87	42.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	41	95.35	4.65	21.95

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	269	267	99.26	0.74	31.09
<b>Female</b>	143	142	99.30	0.70	30.99
<b>Male</b>	126	125	99.21	0.79	31.20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	58.33
<b>Black or African American</b>	19	19	100.00	0.00	26.32
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	217	215	99.08	0.92	31.16
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	25.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	70	70	100.00	0.00	18.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	244	242	99.18	0.82	30.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	41	95.35	4.65	14.63

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	26.03	22.55	30.17	32.46	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	102	102	100.00	0.00	22.55
Female	55	55	100.00	0.00	21.82
Male	47	47	100.00	0.00	23.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	85	85	100.00	0.00	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	92	100.00	0.00	22.83
Students Receiving Migrant Education Services	0	0	0	0	0
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	100%	100%	100%	100%	100%

## 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

Increasing the number of organized opportunities for parents to be involved in William Green School continues to be a priority.

To increase meaningful parent and family involvement in the education and daily life of the school and establish a strong productive family school partnership as an integral part of the school's infrastructure, parents are highly encouraged to:

- 1) volunteer their time preparing materials for the classroom, volunteering on field trips, and helping in the parent center;
- 2) become a part of our Parent-Teacher Association (PTA), a committee that meets to plan enrichment activities and fundraisers for the benefit of our students;
- 3) participate on our School Site Council (SSC) and English Learner Advisory Committee (ELAC), a group that discusses school-wide program goals and budget;
- 4) attend family events such as Back-To-School Night, Open House, parent workshops through Parent University, and Family Nights (covering such topics as literacy, health and fitness, technology, arts, science, and/or mathematics);
- 5) attend Parent Conferences to discuss the academic progress of their child(ren).

Other special topic workshops for parents are offered in supporting students at home with their learning. Our Language Arts Specialist, ELD coach and Math TOSA offer workshops geared to support students and families in building number sense, decoding reading, and supporting academic language for our English learners. Parent Principal Coffees have been hosted at William Green.

Finally, immediate and timely communication is important. We use ParentSquare and social media to keep families aware of important developments, key dates and special events and maintain a school website as well as social media pages and ParentSquare. Parents with email addresses receive weekly correspondence electronically. Every effort is made to ensure that all home/school communication goes home in the primary languages of our students. For organized opportunities for involvement contact the William Green School office, (310) 370-3585, and ask for our Community Liaison.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	550	534	79	14.8
Female	284	274	44	16.1
Male	266	260	35	13.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	4	16.7
Black or African American	30	29	3	10.3
Filipino	--	--	--	--
Hispanic or Latino	458	444	66	14.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	0	0.0
English Learners	218	213	21	9.9
Foster Youth	--	--	--	--
Homeless	15	14	7	50.0
Socioeconomically Disadvantaged	489	478	67	14.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	95	15	15.8

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
1	0.36	0.18	1.99	1.22	0.88	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	0.06	0	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	0.18	0.00
Female	0.00	0.00
Male	0.38	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.22	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	6.67	0.00
Socioeconomically Disadvantaged	0.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

We have made it a top priority at William Green to plan and implement procedures that ensure the safety of all students. During the school day, all gates are locked and all visitors must enter through the administrative offices and follow a visitor procedure with the RAPTOR system. The RAPTOR system supports our office staff by notifying school staff with any alerts that need to be monitored for our students' safety. All parents, guardians or older siblings of students in grades TK-3 must make direct contact with their primary child's classroom teacher before that child is released. Before school, children on school grounds remain in designated areas and are under the supervision of personnel hired by the school and District. Children participating in school sponsored after-school activities are either under the supervision of credentialed teachers or after school program personnel hired by the District for that purpose.

William Green developed a comprehensive School Safety Plan. The comprehensive plan was reviewed and updated by staff in October of 2023 with more reviews and updates scheduled throughout the year. This plan provides for emergency procedures for all events, including fire, earthquake, disasters, lockdown, terrorism and police actions. This plan also covers daily procedures such as locked gates, closed campus guidelines, visitor sign-in procedures and supervision. As a school we participate also in safety drills such as earthquake, fire, and lockdown drills to practice procedures and routines. To ensure effective communication in case of emergencies, we also implemented the IP speaker system school-wide which allows for direct intercom communication via speakers to all classrooms and common areas both inside and outside of our buildings.

## 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	26	0	4	0
1	21	2	2	0
2	23	0	4	0
3	24	0	4	0
4	27	1	1	0
5	28	1	1	0
6	0	0	0	0
Other	0	0	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	26	0	3	0
1	19	3	1	0
2	21	2	2	0
3	23	0	4	0
4	24	1	3	0
5	24	1	2	0
6	0	0	0	0
Other	0	0	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	21		3	
1	22		3	
2	24		3	
3	20	2	2	
4	29		2	
5	25	1	3	
Other	21		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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3

## 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
<b>School Site</b>	13533.86	2942.69	10591.17	115462.22
<b>District</b>	N/A	N/A	10591.17	\$113,157
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	2.0
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-5.1	14.3

## Fiscal Year 2024-25 Types of Services Funded

Additional support services to students include: in-school intervention support in reading, math and ELD, opportunities for before- and after- school tutoring in ELA and math, one full time Language Arts Specialist, Math TOSA, ELIRT, Social Worker, 2 literacy aides, 1 math aide and a library media clerk as well as a community liaison. Support is provided through instructional coaching, in-class intervention, and out of class intervention. Our school provides Response to Intervention and uses a multi-tiered approach to supporting students. As a staff we use staff meetings, grade level meetings, and early release site meetings to improve our tier I, first instruction. We also regularly review class data profiles and school-wide data to determine other tiers of support using structured collaboration.

## 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
<b>Beginning Teacher Salary</b>	\$69,865	\$61,516
<b>Mid-Range Teacher Salary</b>	\$104,746	\$95,479
<b>Highest Teacher Salary</b>	\$129,280	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$179,042	\$152,668
<b>Average Principal Salary (Middle)</b>	\$185,073	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$265,740	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	26.58%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5%	5.74%

## Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of social emotional learning, Math, ELA, ELD, and MTSS. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13