

F. D. Roosevelt 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	F. D. Roosevelt Elementary School
Street	3533 West Marine Ave.
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 675-1121
Principal	Jennie Whitaker
Email Address	jennie_whitaker@lawndalesd.net
School Website	https://fdr.lawndalesd.net/
Grade Span	K-5
County-District-School (CDS) Code	19-64691-6014914

2025-26 District Contact Information

District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Mrs. Virginia Castro
Email Address	virginia_castro@lawndalesd.net
District Website	www.lawndalesd.net

2025-26 School Description and Mission Statement

Vision Statement
Learning today to become Leaders of tomorrow.

Mission Statement

Our mission at F.D. Roosevelt is to empower our culturally diverse TK -5 students to collaborate and be creative, conscientious and critical thinkers. Through purposeful, engaging, and reflective instruction, the staff will continually refine our practice to support the unique academic, social, and emotional needs of our students. We cultivate an environment in which a person's

2025-26 School Description and Mission Statement

character is as equally important as their academic success. We provide many opportunities for staff development, parent engagement, and student enrichment to fulfill our mission.

School wide behavior expectations:

At F.D.R., we are a community of safe, respectful, responsible citizens. Together we create a positive learning environment. Together we R.O.A.R.!

At F.D.R. our behavior expectations are:

Responsible learners
Own your actions
Act with kindness
Remember to be a friend

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	58
Grade 2	66
Grade 3	69
Grade 4	67
Grade 5	61
Total Enrollment	396

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	2.3
Black or African American	18.2
Filipino	0.5
Hispanic or Latino	71.5
Two or More Races	3.8
White	2
English Learners	36.1
Foster Youth	0.8
Homeless	4
Socioeconomically Disadvantaged	90.7
Students with Disabilities	14.1

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.1	100	234.7	94.27	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	1.2	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.67	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.4	11953.1	4.28
Unknown/Incomplete/NA	0	0	6	2.45	15831.9	5.67
Total Teaching Positions	23.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	100	228	93.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	1.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.6	3.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	5	2.08	14303.8	5.15
Total Teaching Positions	22.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	100	228.5	92.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4	1.61	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.7	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	7.4	2.99	13705.8	4.91
Total Teaching Positions	22.1	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

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

Class Assignments

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

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The 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

There are 23 classrooms, 11 relocatable classrooms, a multipurpose room, a library, and an administration building at the FDR campus. The FDR campus was built in 1945 originally, and was renovated in 2001. FDR completed modernization by the end of 2001.

Additional improvements after modernization

- Installation of new sound wall and fencing along Marine Ave.
- Complete Kitchen renovation completed in 2014
- Installation of filtered drinking fountain and bottle refilling station

Measure L and ESSER funded facility Improvements 2017-2021

- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- Replaced existing asphalt play area back parking lot with new asphalt and striping
- New lunch area asphalt including retaining wall
- Replaced all HVAC heat pumps with new units throughout campus

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

Classrooms are adequate for student needs, and the playground includes an entire park. Staff is provided two parking lots and visitors still have adequate space to park and go in to the office. In addition, there are six bathrooms for adult use only and 100% of adult and student toilets are working. The playground at FDR is the largest in the school district and extends well over 5 acres, including Bodger Park. The District and County collectively work on maintaining the park area and keeping it in good condition.

Measure L funded facility improvements 2019-2020

- New outside lunch area- previous sloped lunch area surface removed and replaced with new level lunch area, retaining walls and ADA access.

Changes were made for AY 2023-24 to the location of arrival and dismissal gates, as well as the physical security/locks of gates co-used by Bodger Park, to enhance student, staff, safety and to ensure a more efficient drop off and pick-up procedures.

- Replaced defective hand dryers. July 2024
- Replaced faulty fire alarm panels. December 2024
- Added lights and cameras to back parking lot. September 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Replaced broken or stained ceiling tiles as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	33	49	51	47	48
Mathematics (grades 3-8 and 11)	23	23	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
All Students	197	194	98.48	1.52	32.99
Female	94	93	98.94	1.06	40.86
Male	103	101	98.06	1.94	25.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	36	97.30	2.70	30.56
Filipino	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	31.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36

White	--	--	--	--	--
English Learners	52	50	96.15	3.85	8.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	184	182	98.91	1.09	32.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	21.21

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	194	98.48	1.52	23.20
Female	94	94	100.00	0.00	19.15
Male	103	100	97.09	2.91	27.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	36	97.30	2.70	13.89
Filipino	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	23.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	--	--	--	--	--
English Learners	52	51	98.08	1.92	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	184	181	98.37	1.63	21.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	18.18

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	26.83	13.33	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	61	60	98.36	1.64	13.33
Female	29	29	100.00	0.00	6.90
Male	32	31	96.88	3.12	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	52	51	98.08	1.92	13.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	11.86
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	98.4%	100%	100%	100%	98.4%

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

Roosevelt Elementary School
Parent Involvement Policy 2024-2025

School-Level Parent Involvement Policy

Roosevelt Elementary School recognizes that parent and community involvement is a critical part in students achieving success in their academics and in life. We, at Roosevelt believe that the school and home need to work collaboratively in order for each student to reach his/her potential.

Parent Involvement Opportunities

- Enlist as a member in our PTA.
- Participate in School Site Council (SSC) African American Parent Advisory Committee (AAPAC), Black Scholars Rise Parent Orientation, the English Learner's Advisory Committee (ELAC), Back to School Night, and Open House
- Attend school wide events: Jog-a-thon and Color Run, Loved Ones Day, fundraisers, Turkey Trot, and family nights.
- Attend parent workshops.
- Monitor homework closely and make sure their child is reading nightly 30 – 45 minutes.
- Participate in the three way pledge in collaboration with the school/parents.
- Volunteer to work in the classroom and perform duties such as supervision during recess, ROAR cart assistant, office and garden helper. (Per District Guidelines and Public Health Guidelines).

Home & School Communications

Home (Parents):

- Email/call/ParentSquare teacher with any questions or concerns about their child.
- Attend School Site Council/ELAC/AAPAC, Title I, ELPAC Meeting, PTA meetings, parent conferences, Family Nights, Parent Workshops, and DPAC/DELAC .
- Attend Parent Conferences and schedule meetings with teachers.

School:

- Hold series of meetings (with interpretation) for parents to provide information and receive their input (including interpretation of student assessments both in large group meetings and through parent conferences).
- Inform parents through District Handbooks, Parent newsletters, ParentSquare, LESD App, classroom communications to parents, phone calls, class newsletters, e-mails, agendas for homework.
- Provide parent letters regarding additional support services being provided to students who are struggling in school.
- Provide information and support for 5th grade students and their families transitioning to middle school next year.

Through the opportunities that are provided at our school for parents and the ongoing communication between the school and the families, we hope that it ensures that we are a Family Friendly School and parents feel welcome and part of the team at Roosevelt School.

Contact Person: Melisa Pineda
Community Liaison: (310) 675-1121 ext. 57206

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	421	121	28.7
Female	209	208	66	31.7
Male	216	213	55	25.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	79	79	15	19.0
Filipino	--	--	--	--
Hispanic or Latino	301	298	100	33.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	14	3	21.4
White	--	--	--	--
English Learners	155	152	47	30.9
Foster Youth	--	--	--	--
Homeless	17	17	6	35.3
Socioeconomically Disadvantaged	389	386	118	30.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	79	24	30.4

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.31	1.06	1.65	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	1.65	0.00
Female	0.96	0.00
Male	2.31	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	1.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	0.00	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.25	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

To keep students safe on school grounds before, during, and after the school day, we have instituted several safety programs. The first is to ensure that the adults on duty during recess carry the necessary emergency equipment with them so that it is possible to administer first aid quickly. Secondly, we have varied the entry and exit routes, which are known and practiced.

We have adults posted at each entrance to ensure that students are safe. All personnel wear badges and students know and report any adult on campus who is not wearing a badge. To get on the campus during the day, adults must check in at the main office and are given a badge to wear, so the students know that this person has gone through the proper channels. Our district uses a RAPTOR program which has visitors scan their IDs prior to entering campus. The FDR Leadership Team and School Site Council finalized the procedure for the emergency drills, in the event of a disaster.

Our discipline policy focuses on consistency, clear expectations and follow through within the classroom and ongoing communication with our families. We are implementing PBIS - Positive Behavior Intervention Support - this is a more positive school-wide discipline plan in order to create a friendlier environment for our students and families. We also use a restorative justice philosophy for discipline, which focuses ownership, repair, peer mediation, counseling, social emotional learning lessons, and learning opportunities/projects as other means of correction. In order to meet the needs of our students, FDR offers programs to help students feel connected by providing Before or After School Activities, Monthly Award Assemblies and Fun Fitness Activities. FDR school honors students for high achievement, citizenship and improvement. Each teacher is expected to have a plan for the classroom environment and we have two full time School Social Workers and interns available to provide counseling to students.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance Department responds to our needs in a timely manner. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff cleans restrooms and classrooms daily as inspected by the site administration on a weekly basis.

A Comprehensive School Safety Plan is adopted annually and most recently in March, 2025. We have reviewed it every year since with the School's Leadership Committee and School Site Council to sure that it is still viable before being sent to the district for board approval. The Safety Plan was last discussed with all staff in October 2024. The key components of the plan include site's emergency response plan, which includes an updated chain of command and assigned duties/responsibilities for all staff members in the case of an emergency. It also lists the various safe practices for students inside and out of the classroom. Universal bell schedules were implemented in 2024 so that emergency bell signals are the same at all schools. Each classroom has an safety backpack which stays with the teacher during emergencies and an emergency evacuation route map. Emergency drills for fire, earthquake, and other emergencies are held on a regular basis, as per ed code.

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	23	0	4	0
1	22	0	3	0
2	21	0	3	0
3	22	0	3	0
4	30	0	3	0
5	31	0	3	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	18	3	0	0
1	22	0	3	0
2	21	1	2	0
3	21	0	3	0
4	23	0	3	0
5	28	0	3	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	26		2	
1	19	3		
2	22		3	
3	23		3	
4	34			1
5	31		2	

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	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	5

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	20748.3	8708.12	12040.19	116118.80
District	N/A	N/A	12040.19	\$113,157
Percent Difference - School Site and District	N/A	N/A	0.0	2.6
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	7.7	14.8

Fiscal Year 2024-25 Types of Services Funded

Categorical funds provided the following programs and supplemental services:
 Additional hours for Professional Development, technology hardware and software programs to support with academic intervention, interventions (before and after school), Bilingual Instructional Assistants, Instructional Assistants, materials and

Fiscal Year 2024-25 Types of Services Funded

supplies, books and periodicals, parent workshops, release time for teachers to analyze data, create action plans, delve into student work, and plan lessons for targeted students. Also included is funding for teacher leaders (Language Arts Specialist, Math Teacher on Special Assignment, ELIRT), Social Workers, Library Media Clerk, and Community Liaison. Support is provided through instructional coaching, in class and out of class intervention.

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	\$69,865	\$61,516
Mid-Range Teacher Salary	\$104,746	\$95,479
Highest Teacher Salary	\$129,280	\$125,208
Average Principal Salary (Elementary)	\$179,042	\$152,668
Average Principal Salary (Middle)	\$185,073	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$265,740	\$242,781
Percent of Budget for Teacher Salaries	26.58%	29.76%
Percent of Budget for Administrative Salaries	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, and integrated ELD. 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
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13
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