

# DeMille My Viet Language Academy

## 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

<b>School Name</b>	DeMille My Viet Language Academy
<b>Street</b>	15400 Van Buren Street
<b>City, State, Zip</b>	Midway City, CA 92655
<b>Phone Number</b>	(714) 894-7224
<b>Principal</b>	Christina Hiraes
<b>Email Address</b>	chirales@wsdk8.us
<b>School Website</b>	demille.wsdk8.us
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	30667466030738

## 2025-26 District Contact Information

<b>District Name</b>	Westminster School District
<b>Phone Number</b>	(714) 894-7311
<b>Superintendent</b>	Dr. Gunn Marie Hansen
<b>Email Address</b>	Cherylsosa@wsdk8.us
<b>District Website</b>	wsdk8.us

## 2025-26 School Description and Mission Statement

DeMille My Viet Language Academy is proud to be the 1st Vietnamese Dual Language Academy in the state of California, and the 3rd in the United States. The Orange County Department of Education has selected DeMille My Viet Language Academy to be honored with its Inaugural Impact Award. This Prestigious award was only granted to 4 elementary schools in the entire county and DeMille is proud to have accomplished such a tremendous recognition! DeMille is the only school to also receive the California Association of Bilingual Educators Legacy and Visionary Board Award in the entire state of California. DeMille has also 1 of 4 elementary schools in Orange County to receive the Orange County Department of Education Inaugural Impact Award! We are so very proud of the hard work of our students and teachers who diligently work in collaboration with our amazing parents to make our school a success. We are very excited to offer our Vietnamese Dual Language Immersion

## 2025-26 School Description and Mission Statement

Program from Preschool through Sixth grade. Last year our school was honored to receive the California Association for Bilingual Education (CABE) award. Only 5 schools in California were recognized for this prestigious award.

Our students are actively participating in 21st Century Learning and Common Core standards are implemented across all grade levels and in our Vietnamese Units of Study. The use of technology is a focus and is highly encouraged. As such we are the pioneering eKadence Elementary School where students learn how to integrate AI into their learning and teachers into their instruction which empowers student learning outcomes for all. All students in Grades TK-6 utilize Chromebooks. We also have computer-based programs such as Accelerated Reader, MobyMax, Imagine Learning, and ST Math to support student learning and achievement. We continue to offer after-school ASES and ESP Programs which provide child care and tutoring services. We also offer various after school clubs that students may participate from our Vietnamese Culture Club that includes, cooking, art, public speaking and dance as well as performing for many community events. Some of our after school programs offer sports competitions with other schools within our district and we take pride in the wide array of activities that our students may choose from. DeMille Elementary School continued implementing GLAD Strategies, Thinking Maps, and Positive Behavioral Interventions and Support (PBIS) program. Community and parent engagement are an integral part of DeMille. An eager, dedicated, and hardworking PTA is established and growing nad is a model for other PTA's.

All teachers are highly qualified, dedicated, and deeply committed to making a meaningful difference in the lives of our students. In turn, our staff feels privileged to work alongside such remarkable, talented students who are an essential part of our diverse and vibrant community. We remain steadfast in our commitment to students, parents, and community members to provide the highest quality educational experience possible. This commitment is reaffirmed each year as we work collaboratively to continually strengthen our practices and better prepare our students to become responsible, productive citizens of tomorrow.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	78
Kindergarten	171
Grade 1	60
Grade 2	78
Grade 3	66
Grade 4	68
Grade 5	59
Grade 6	60
<b>Total Enrollment</b>	<b>562</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.5
Non-Binary	0.2
Asian	74
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	0.5
English Learners	40
Foster Youth	0.2
Homeless	10.5
Socioeconomically Disadvantaged	67.8
Students with Disabilities	5.7

### 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	378.1	89.28	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	14.4	3.41	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.8	0.2	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	30.1	7.11	15831.9	5.67
<b>Total Teaching Positions</b>	25	100	423.4	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>	27	100	378.6	87.29	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	4.1	0.95	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	14.6	3.38	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	36.3	8.38	14303.8	5.15
<b>Total Teaching Positions</b>	27	100	433.7	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	100	357.2	88.87	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3.8	0.96	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	11.8	2.94	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	29	7.23	13705.8	4.91
<b>Total Teaching Positions</b>	27	100	401.9	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

Westminster School District held a hearing on October 16, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 16, 2025.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5th: McGraw-Hill World of Wonders / 2017 K-5th: McGraw-Hill World of Wonders with integrated ELD (Program 2) / 2017 6th: McGraw-Hill StudySync / 2017 6th: McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017	0
<b>Mathematics</b>	K-5th: McGraw-Hill (My Math) / 2016 6th: Big Ideas Learning (Big Ideas Math) / 2016	0
<b>Science</b>	K-5th: McGraw-Hill Inspire Science / 2020 6th: Pearson Elevate Science / 2020	0
<b>History-Social Science</b>	K-5th: Pearson My World Social Studies / 2023 6th: National Geographic by Cengage, Social Studies / 2023	0
<b>Visual and Performing Arts</b>	McMillan McGraw-Hill (Spotlight on Music California) / 2009 Pearson/Scott Foresman (Art) / 2009	0

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

## School Facility Conditions and Planned Improvements

DeMille Elementary School offers a safe and secure campus for students, staff, and visitors. The district governing board has adopted cleaning standards for all schools in the district. The chart displays the results of the most recent facility inspection provided by the district on July 2024. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

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 that emergency repairs are given the highest priority.

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, paving, and floor systems.

Year and month of the most recent FIT report

7/22/2024

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			: Classrooms 21A-29: 4-5 ceiling tiles need replacement. Panel siding on base exterior of portables deteriorating
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Classrooms 21A-29: 4-5 ceiling tiles need replacement. Panel siding on base exterior of portables deteriorating
<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)	61	60	53	54	47	48
<b>Mathematics</b> (grades 3-8 and 11)	52	55	45	45	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	261	253	96.93	3.07	59.68
Female	133	128	96.24	3.76	60.94
Male	128	125	97.66	2.34	58.40
American Indian or Alaska Native	0	0	0	0	0
Asian	177	172	97.18	2.82	69.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	69.23
White	--	--	--	--	--
English Learners	69	62	89.86	10.14	24.19
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	130	127	97.69	2.31	55.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	263	261	99.24	0.76	55.17
<b>Female</b>	135	133	98.52	1.48	48.12
<b>Male</b>	128	128	100.00	0.00	62.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	179	179	100.00	0.00	66.48
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	65	100.00	0.00	21.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100.00	0.00	71.43
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	71	70	98.59	1.41	20.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	132	130	98.48	1.52	50.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## 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
<b>Science</b> (grades 5, 8 and high school)	44.29	34.43	35.46	36.89	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	61	100.00	0.00	34.43
Female	33	33	100.00	0.00	21.21
Male	28	28	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	42.11
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	28.13
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

DeMille Elementary School recognizes the strong and positive correlation between parent and community involvement and student success. We believe that meaningful partnerships with families and community members are essential to creating a supportive, inclusive, and high-achieving learning environment. Parents and community stakeholders are encouraged to actively engage with teachers and district administrators through a variety of activities, programs, and organizations that collectively support student growth and achievement.

The school provides numerous structured opportunities to foster communication, collaboration, and shared understanding. Events such as Parent Conferences, Coffee with the Principal, Family Nights, Student Performances, Student Goal-Setting Conferences, Back-to-School Night, and Open House are intentionally designed to welcome families, communicate academic programs, and address questions or concerns. In addition, DeMille Elementary benefits from an active Parent Teacher Association (PTA), which plays a vital role in strengthening school-home connections. Families also come together to celebrate our diverse community through annual events such as the Holiday Program, Fall Festival, Mid-Autumn Festival, and Lunar New Year celebrations.

Beyond schoolwide events, parents are encouraged to take on leadership and volunteer roles that directly support the educational program. Opportunities include serving as classroom and school volunteers, assisting with field trips and special events, and participating in parent leadership groups such as the School Site Council and the English Learner Advisory Committee (ELAC). Ongoing collaboration and communication between parents and teachers are strongly encouraged, as these partnerships reinforce student learning and help ensure that every child receives the support needed to thrive academically, socially, and emotionally.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	583	45	7.7
Female	302	296	26	8.8
Male	290	286	19	6.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	434	427	19	4.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	120	119	21	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	1	5.6
White	--	--	--	--
English Learners	249	243	16	6.6
Foster Youth	--	--	--	--
Homeless	82	78	14	17.9
Socioeconomically Disadvantaged	437	427	42	9.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	40	9	22.5

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
0.56	1.44	0.51	3.83	2.23	2.05	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	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	0.51	0.00
Female	0.00	0.00
Male	1.03	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	2.50	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	0.40	0.00
Foster Youth	0.00	0.00
Homeless	1.22	0.00
Socioeconomically Disadvantaged	0.69	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

DeMille Language Academy is committed to providing a safe, secure, and well-maintained campus for all students, staff, and visitors. Built in 1959, the school offers updated facilities and adequate space to support teaching and learning, including a TK/Kindergarten area and playground, library media center, large multipurpose room, 29 classrooms, and two spacious playgrounds serving both primary and upper-grade students. Student supervision is provided throughout the day by certificated and classified staff to ensure a safe and orderly learning environment.

The school's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students, staff, and school property, while fostering a climate conducive to learning. The Board of Education approved the School Site Safety Plan on November 20th 2025. All staff members receive copies of the plan and participate in annual in-service training focused on school safety procedures. In addition, staff have participated in specialized safety trainings, including active shooter response training conducted in collaboration with the Westminster Police Department.

DeMille Language Academy conducts regular emergency preparedness drills, including earthquake, fire, shelter-in-place, and lockdown drills, to ensure students and staff are prepared to respond effectively in emergency situations. The school's Disaster Preparedness Plan outlines clear procedures for crisis response, and emergency supplies are readily available on campus. These proactive measures reflect the school's ongoing commitment to maintaining a safe, prepared, and supportive environment for the entire school community.

## 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	21	3	2	0
1	17	4	0	0
2	23	1	2	0
3	17	3	0	0
4	24	0	3	0
5	27	0	3	0
6	21	2	1	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	2	0
1	25	1	2	0
2	21	1	2	0
3	23	0	3	0
4	20	2	1	0
5	23	0	3	0
6	26	0	3	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	25		8	
1	30		4	
2	27		5	
3	23	1	4	
4	23		5	
5	18	4	1	
6	20	3	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	2675

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
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	\$21,501.62	\$10,808.99	\$10,692.63	109,055.00
District	N/A	N/A	\$10,604.71	\$117,105
Percent Difference - School Site and District	N/A	N/A	0.8	-7.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-4.2	7.0

## Fiscal Year 2024-25 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

## 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>	\$53,741	\$61,597
<b>Mid-Range Teacher Salary</b>	\$98,849	\$98,902
<b>Highest Teacher Salary</b>	\$136,442	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$139,908	\$158,383
<b>Average Principal Salary (Middle)</b>	\$139,908	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$348,400	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	34.44%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.35%	5.38%

## Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" sessions tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together.

Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is ongoing throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing professional development, such as Write From the Beginning and Beyond that support Thinking Maps, technology conferences and GATE conferences.

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>	12	3	