

# Ellis 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.

## 2025-26 School Contact Information

<b>School Name</b>	Ellis Elementary School
<b>Street</b>	550 E Olive Ave
<b>City, State, Zip</b>	Sunnyvale
<b>Phone Number</b>	4088387272
<b>Principal</b>	Stephanie Fischer
<b>Email Address</b>	stephanie.fischer@sesd.org
<b>School Website</b>	<a href="https://ellis.sesd.org/">https://ellis.sesd.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	CA

## 2025-26 District Contact Information

<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Gudiel Crosthwaite
<b>Email Address</b>	gudiel.crosthwaite@sesd.org
<b>District Website</b>	<a href="https://www.sesd.org/">https://www.sesd.org/</a>

## 2025-26 School Description and Mission Statement

The mission of Ellis Elementary School is to create comprehensive, relevant, and engaging learning experiences for every child. We strive to create a positive learning environment for all by empowering students to be respectful, responsible, and safe. Our mission is to create comprehensive, relevant learning experiences for every child by targeting resources so that our students become responsible, productive citizens in a constantly changing global society.

We believe that:

- Students are our primary responsibility
- Education of a child involves the entire community
- A safe, healthy, nurturing environment supports learning
- High expectations yield high results
- Instilling the love of reading develops lifelong learners

Providing our students with regular opportunities to sharpen their 21st-century skills in the classroom through the integration of technology is a priority at Ellis. Whether it is through an educational app in Kindergarten through 2nd grade or demonstrating their learning through iMovie or Keynote presentations in 3rd through 5th grade, our students are preparing for the digital world.

Stanley B. Ellis Elementary was established in 1951 and is located in the central part of the suburban city of Sunnyvale at the corner of Fair Oaks and Olive Avenues. Students come from the local community, which is comprised of single-family dwellings as well as apartment complexes. Ellis School has a total enrollment of approximately 730 students with 33 classes in Transitional Kindergarten through fifth grade.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	184
Grade 1	114
Grade 2	121
Grade 3	115
Grade 4	115
Grade 5	119
<b>Total Enrollment</b>	<b>768</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.4
Asian	36.3
Black or African American	1.2
Filipino	3.4
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.9
White	11.7
English Learners	35.7
Homeless	0.1
Socioeconomically Disadvantaged	28.6
Students with Disabilities	11.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.1	96.88	276.4	90.51	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.65	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3	0.98	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8.3	2.72	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	3.12	15.6	5.14	15831.9	5.67
<b>Total Teaching Positions</b>	32.1	100	305.4	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>	30.6	96.84	278.4	93.05	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	6.3	2.11	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6.2	2.08	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.16	8.2	2.76	14303.8	5.15
<b>Total Teaching Positions</b>	31.6	100	299.2	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>	31.6	92.67	267.6	89.88	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.67	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3.2	1.08	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4	1.37	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.5	7.33	20.8	6.99	13705.8	4.91
<b>Total Teaching Positions</b>	34.1	100	297.8	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

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
<b>Reading/Language Arts</b>	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023  Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th)  Currently piloting ELA and ELD for Adoption in 2026	0.0
<b>Mathematics</b>	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
<b>Science</b>	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	0.0
<b>History-Social Science</b>	Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022  Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past	0.0

<b>Health</b>	Puberty The Wonder Years Grade 4 Adopted 2022	0.0
	Puberty Teen Talk Binders Updated (2021)	

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

## School Facility Conditions and Planned Improvements

Ellis Elementary School received an overall “Good” rating (94.93%) on the 2025–26 Facility Inspection Tool (FIT), indicating that the campus is clean, safe, and maintained in effective working order. The school performed strongly across all major systems, including structural elements, mechanical systems, and general cleanliness. Minor items identified during the inspection were addressed promptly, and the district will continue to monitor and complete remaining work orders to ensure Ellis remains a well-maintained and supportive learning environment.

Ellis completed a four year construction project, in which roughly 80% of the school was demolished and completely rebuilt. The remaining 20% of the school was modernized. There is a new TK and Kindergarten play area which includes new play structures. The library and multi-purpose room were opened in the Fall of 2024. The existing blacktop was completely replaced and repainted. As a result there are many more play areas available to children.

<b>Year and month of the most recent FIT report</b>	12/18/2025
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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			HEALTH: 4. HOLE IN TERIOR WALL BEEHIND TOILET. KITCHEN: 4. CEILING TILE IS MISSING. OFFICE: 4. CEILING TILE HAS A WATER STAIN. OFFICE: 4. WALLPAPER IS PEELING. P01: 4. CEILING TILE HAS A WATER STAIN.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			L101: 5. UNSECURED ITEMS ARE STORED TOO HIGH. L102: 5. UNSECURED ITEMS ARE STORED TOO HIGH. N02: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
<b>Electrical</b>	X			CONFERENCE ROOM: 7. ELECTRICAL COVER IS MISSING. STORAGE: 7. ELECTRICAL COVER IS MISSING IN CEILING.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. B103: 9. DRINKING FOUNTAIN HAS A LOW FLOW. B105: 9. DRINKING FOUNTAIN HAS A LOW FLOW. B108: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. B114: 9. DRINKING FOUNTAIN HAS A LOW FLOW. B201: 9. DRINKING FOUNTAIN STICKS ON.

## School Facility Conditions and Planned Improvements

				<p>B205: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>B213: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>B218: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS RESTROOM: 9. ONE FAUCET HAS A CONSTANT STREAM.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>GIRLS RESTROOM: 8. ONE STALL IS OUT OF ORDER. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>L103: 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>P01: 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			<p>B108: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>B119: 10. EVACUATION MAP IS NOT POSTED.</p> <p>B213: 10. PLUG IN CANDLE WARMER.</p> <p>MPR: 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X			
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	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)	58	54	54	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	51	52	49	52	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	351	336	95.73	4.27	53.87
Female	158	153	96.84	3.16	62.09
Male	193	183	94.82	5.18	46.99
American Indian or Alaska Native	--	--	--	--	--
Asian	112	106	94.64	5.36	73.58
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	153	146	95.42	4.58	30.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	70.83
White	37	37	100.00	0.00	67.57
English Learners	125	110	88.00	12.00	18.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	109	93.97	6.03	36.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	8.51

## 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>	351	349	99.43	0.57	52.30
<b>Female</b>	158	158	100.00	0.00	52.87
<b>Male</b>	193	191	98.96	1.04	51.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	112	111	99.11	0.89	73.87
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100.00	0.00	41.18
<b>Hispanic or Latino</b>	153	152	99.35	0.65	28.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	26	100.00	0.00	57.69
<b>White</b>	37	37	100.00	0.00	81.08
<b>English Learners</b>	125	123	98.40	1.60	23.58
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	116	115	99.14	0.86	35.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	2.13

## 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)	47.75	43.55	41.52	48.17	30.73	32.33

## 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	125	124	99.20	0.80	43.55
Female	58	58	100.00	0.00	46.55
Male	67	66	98.51	1.49	40.91
American Indian or Alaska Native	0	0	0	0	0
Asian	39	38	97.44	2.56	63.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	23.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	62.50
English Learners	43	43	100.00	0.00	13.95
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	28.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

### 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	99	99	99	99	99

## 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

Ellis recognizes the importance of family involvement in children's education, and strives to welcome families into the classroom and to encourage their active involvement in the school. Ellis School encourages parents to be actively involved in their child's classroom through voluntary participation. Parents also lead activities such as Project Cornerstone's Asset Building Champions program. Parent representatives serve on our School Site Council, English Learner Advisory Committee, and our PTA. Our parents have the opportunity to participate in parent workshops hosted by the Ellis Instructional Coaches and Administrative team. Additionally, the Outreach Coordinator also schedules and organizes parenting classes such as Digital Literacy, Financial Literacy and general parenting classes.

#### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	819	813	125	15.4
Female	400	396	63	15.9
Male	419	417	62	14.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	302	300	46	15.3
Black or African American	11	11	2	18.2
Filipino	26	26	3	11.5
Hispanic or Latino	332	329	62	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	51	5	9.8
White	91	91	5	5.5
English Learners	303	301	51	16.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	265	261	56	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	102	16	15.7

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
0.26	0	0.49	1.97	2.06	2.1	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	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	0.49	0.00
Female	0.25	0.00
Male	0.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.10	0.00
English Learners	0.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.96	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

Ellis has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The goals outlined in the plan are:

1. To provide a safe and orderly environment by supporting students to learn about how to self manage peer conflicts using positive language.
2. To provide a safe and orderly environment by continuing to refine disaster preparedness protocols and communication to all stakeholders. All students, staff and families will know the site's emergency preparedness and disaster plan protocols. The school participates in monthly safety drills including fire, earthquake and lockdown. On August 13, 2025 all Ellis staff was trained by Sunnyvale Department of Public Safety on Run, Hide, Fight in order to be equipped to handle active shooters and other school emergencies. There is an Incident Command System which outlines protocols in the event of a major emergency or disaster.

The plan was last reviewed by the Ellis School Site Council on November 14, 2024 and will be monitored through Panorama student, staff and family survey data. The next safety plan review is scheduled for Thursday, November 20, 2025 with the Ellis School Site Council.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	22	1	5	0
<b>1</b>	23	0	5	0
<b>2</b>	22	0	5	0
<b>3</b>	24	0	5	0
<b>4</b>	28	1	7	1
<b>5</b>	26	1	6	0
<b>6</b>	0	0	0	0
<b>Other</b>	8	2	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
<b>K</b>	22	0	5	0
<b>1</b>	22	0	5	0
<b>2</b>	23	0	5	0
<b>3</b>	23	0	5	0
<b>4</b>	29	0	8	0
<b>5</b>	29	0	8	0
<b>6</b>	0	0	0	0
<b>Other</b>	9	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	22		5	
2	23		5	
3	22		5	
4	27		12	
5	29		11	
Other	14	4		

## 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	2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	3
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
<b>School Site</b>	\$ 11,446.00	\$ 2,115.88	\$ 9,330.12	\$124,152.50
<b>District</b>	N/A	N/A	\$ 12,138.26	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.6	-4.3
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	19.9

## Fiscal Year 2024-25 Types of Services Funded

Ellis supports students through Multi-tiered Systems of Support (MTSS.) Teachers provide in class interventions to students who are identified as below grade level, paraeducators push into all K-5 grade levels twice per work to provide additional support. An Instructional Coach works with teachers on data driven coaching cycles in order to improve outcomes for students. Students can receive social emotional support through intern counselors, counseling from the School Social Worker and through the supportive work of the school's Instructional Coach. The Behavior Specialist works with general education students who need behavior supports and social skills instruction.

In addition, Ellis offers a variety of programs and services to support students academic and social emotional needs. These include Math Olympics, Kids Learning After School (KLAS) PlayWorks Junior Coaches and a variety of after school enrichment opportunities and tutorials.

## 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>		\$61,597
<b>Mid-Range Teacher Salary</b>		\$98,902
<b>Highest Teacher Salary</b>		\$126,340
<b>Average Principal Salary (Elementary)</b>		\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>		\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.45%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	6.81%	5.38%

## Professional Development

Professional development opportunities for this school year will continue to focus on the refinement of Illustrative Math in grades K-5. Monthly Teacher Learning Days and three Staff Development days are offered throughout the year to provide additional professional development in the areas of Math, MTSS, and English Language Development (ELD.). The Professional Development focus for 2025 2026 is on Tier One Instruction, Data Teams and supporting English Learners.

All professional development are tied to school goals. Recent professional development includes: Data Teams, ELD, Illustrative Math, Early Literacy training, Culturally Responsive Teaching, Intervention best practices, Phonics and Phonemic Awareness instruction and Social Emotional Learning (SEL.)

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>	27	27	27