

Ellis Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



ELLIS ELEMENTARY

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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

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

2024-25 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Michael Gallagher
Email Address	michael.gallagher@sesd.org
District Website	www.sesd.org

2024-25 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

2024-25 School Description and Mission Statement

- 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 780 students with 36 classes in Transitional Kindergarten through fifth grade.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	170
Grade 1	117
Grade 2	119
Grade 3	117
Grade 4	118
Grade 5	117
Total Enrollment	758

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.4
Asian	36.7
Black or African American	1.2
Filipino	3.8
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.7
White	12.5
English Learners	39.6
Socioeconomically Disadvantaged	29.3
Students with Disabilities	8.8

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.

2020-21 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)	28.00	90.34	264.80	88.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	0.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	6.44	9.00	3.00	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.22	24.10	8.04	18854.30	6.86
Total Teaching Positions	31.00	100.00	300.30	100.00	274759.10	100.00

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.

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)	31.10	96.88	276.40	90.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.30	2.72	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.12	15.60	5.14	15831.90	5.67
Total Teaching Positions	32.10	100.00	305.40	100.00	279044.80	100.00

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)	30.60	96.84	278.40	93.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.30	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.20	2.08	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.16	8.20	2.76	14303.80	5.15
Total Teaching Positions	31.60	100.00	299.20	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade Fountas and Pinnell Classroom (Heinemann: Adopted 2019) Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd) Designated English Language Development Pilot during 2024-25 school year for New Comers (US 1 year) 1. Benchmark Hello (2nd-5th) 2. Lexia English (2nd-5th)	Yes	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	Yes	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	Yes	0.0
History-Social Science	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	Yes	0.0

Health	Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021)	Yes	0.0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Ellis just 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. All classrooms are in exemplary condition and have flexible furniture. 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.

Year and month of the most recent FIT report 11/20/2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			L 03:
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 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	59	58	55	54	46	47
Mathematics (grades 3-8 and 11)	47	51	48	49	34	35

2023-24 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	354	338	95.48	4.52	57.99
Female	173	167	96.53	3.47	63.47
Male	181	171	94.48	5.52	52.63
American Indian or Alaska Native	0	0	0	0	0
Asian	118	114	96.61	3.39	77.19
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	140	128	91.43	8.57	32.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	67.86
White	45	45	100.00	0.00	75.56
English Learners	130	115	88.46	11.54	21.74
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	108	93.91	6.09	28.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	11.90

2023-24 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	354	353	99.72	0.28	50.99
Female	173	172	99.42	0.58	50.00
Male	181	181	100.00	0.00	51.93
American Indian or Alaska Native	0	0	0	0	0
Asian	118	117	99.15	0.85	77.78
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	41.18
Hispanic or Latino	140	140	100.00	0.00	23.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	57.14
White	45	45	100.00	0.00	64.44
English Learners	130	130	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	115	100.00	0.00	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	2.33

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	37.89	47.75	44.48	41.52	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	113	100.00	0.00	47.75
Female	55	55	100.00	0.00	64.15
Male	58	58	100.00	0.00	32.76
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	69.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	17.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	81.82
White	18	18	100.00	0.00	55.56
English Learners	32	32	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	6.25

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.

2023-24 California Physical Fitness Test Results

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.27	0.26		2.22	1.97		3.17	3.6	
Expulsions	0	0		0	0		0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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 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 14, 2024 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 Ellis Leadership team and other key members of the ICS were training on November 4th, 2024. The plan was last reviewed by the Ellis School Site Council on October 24, 2023 and will be monitored through Panorama student, staff and family survey data. The next safety plan review is scheduled for Thursday, November 14, 2024 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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	5	
1	21	1	3	
2	21		5	
3	21		4	
4	21	1	5	
5	30		5	
Other	14	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	5	0
1	23	0	5	0
2	22	0	5	0
3	24	0	5	0
4	28	1	7	1
5	26	1	6	0
6	0	0	0	0
Other	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
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2023-24 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	

2023-24 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$16,878.96	\$5,611.01	\$11,267.95	\$106,249.83
District	N/A	N/A	\$12,276.89	\$110,924
Percent Difference - School Site and District	N/A	N/A	-8.6	-4.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	4.5	9.8

Fiscal Year 2023-24 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 classrooms twice per work to provide additional support. Two Instructional Coaches work 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 Coaches. 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$74,245	\$58,553
Mid-Range Teacher Salary	\$107,554	\$93,924
Highest Teacher Salary	\$139,457	\$119,489
Average Principal Salary (Elementary)	\$175,223	\$149,898
Average Principal Salary (Middle)	\$187,114	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$348,609	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Professional development opportunities for this school year will continue to focus on the refinement of Readers Workshop and Writers Workshop 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 2024- 2025 is on Schoolwide Intervention, Data Team and supporting English Learners. Teachers will continue to receive professional development around Illustrative Math

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	27	27	27