Center Street 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

School Name	Center Street Elementary School
Street	700 Center Street
City, State, Zip	El Segundo, CA 90245-3207
Phone Number	(310) 615-2676
Principal	Rose Ahrens
Email Address	rahrens@esusd.net
School Website	www.centerstreetschool.org
Grade Span	K-5
County-District-School (CDS) Code	19 64535 6013429

2025-26 District Contact Information

District Name	El Segundo Unified School District
Phone Number	(310) 615-2650
Superintendent	Dr. Jason Johnson
Email Address	jjohnson@esusd.net
District Website	www.elsegundousd.net

2025-26 School Description and Mission Statement

Center Street School is a vibrant and diverse community of learners that values the unique contributions of all its members. In a collaborative environment built on care, trust, and respect, we are dedicated to providing the highest quality education. Our mission is to empower students to become creative problem-solvers equipped with the skills and confidence to contribute meaningfully to both local and global communities. By promoting creative, critical, and flexible thinking, we inspire enthusiastic, lifelong learners. Center Street School fosters strong partnerships with parents, community members, and local businesses to ensure every student develops the skills necessary to become a successful, compassionate, and engaged global citizen and leader. Our active PTA provides invaluable support to the school, fostering a strong sense of community and enhancing educational programs through fundraising and volunteer efforts. Located in the small coastal city of El Segundo, home to over 16,000 residents, Center Street School benefits from a unique setting. Nestled between the Pacific Ocean, LAX Airport, the Chevron Oil Refinery, and major corporate business centers, the city maintains a small-town atmosphere with a deep sense of community. This hometown feel, combined with accessibility to global opportunities, reflects the El Segundo community's commitment to education and the belief that "It takes a village to raise a child."

Center Street School has been recognized for its excellence and commitment to student success. Honors include being named a California Green Ribbon School (2018), a California Gold Ribbon School (2016), a recipient of the Civic Learning Award (2019), and recognition as a California Democracy School (2024). The school has also been recognized as a California Distinguished School in 1998, 2002, and 2008, in addition to receiving the Golden Bell Award and acknowledgment from California Business for Academic Excellence (CBEE). Our sustained success stems from our fully credentialed staff, a focus on continuous professional development through active Professional Learning Communities (PLCs), and a commitment to meeting each child's individual academic needs. Center Street School provides a robust reading program tailored to each student's level, supported by a library of over 25,000 books. Students benefit from weekly music instruction led by a credentialed music teacher, art instruction every other week by a credentialed art teacher who is also an active practitioner, participation in Project Lead the Way's engineering curriculum, and physical education delivered by a credentialed PE teacher. Additionally, all students work in our edible garden once a month with their reading buddies, emphasizing hands-on learning, nutrition, and the value of connecting with nature. Through these opportunities, Center Street School prepares students to thrive as leaders, learners, and compassionate citizens in an ever-changing world.

For this school year, the Single Plan for Student Achievement focuses on five key goals aligned with the district's Local Control

2025-26 School Description and Mission Statement

Accountability Plan, with an emphasis on implementing the California Common Core Standards to prepare all students for college and career readiness. Through rigorous instruction, high expectations, and problem-solving opportunities, our aim is to develop learners who apply critical thinking and creativity across all contexts. Our Professional Learning Communities (PLCs) play a central role as grade-level teams analyze student data to drive instruction, interventions, and differentiated learning strategies. These efforts specifically address achievement gaps for unduplicated students, including English Learners and economically disadvantaged students. By integrating small-group instruction, personalized learning, and targeted intervention programs, we aim to establish a safe, engaging, and inclusive campus for all learners. Progress indicators for the Single Plan include multiple measures in reading, writing, and math, such as interim CAASPP assessments in English Language Arts and Math, teacher-developed curriculum-based assessments reviewed at PLC meetings, and other benchmarks. Professional learning at our school is grounded in a commitment to ensuring that every student receives high-quality, evidence-based instruction. Professional Development focuses on increasing teacher efficacy by analyzing student data to design instruction that supports mastery of the California Standards. As part of our continuous improvement efforts, teachers are deepening their understanding of the Science of Reading and preparing for the implementation of a new ELA curriculum adoption, which will be selected and rolled out as part of our broader literacy initiative. Instructional practices continue to evolve with research-aligned approaches in early literacy, writing development, and language acquisition to meet the needs of every learner. Teachers also refine their practice in Cognitively Guided Instruction (CGI) for mathematics through Illustrative Mathematics and in the Next Generation Science Standards, ensuring that learning is inquiry-driven, conceptually rich, and tailored to individual student needs. These tools personalize learning to both challenge and support all students. Additionally, schoolwide initiatives to strengthen school climate and parent engagement include promoting proactive communication, expanding opportunities for families to participate in school activities, and fostering strong home-school partnerships that center students' success and well-being.

Center Street School's commitment to academic excellence and continuous improvement ensures that every student is prepared to thrive as a leader, learner, and compassionate citizen in an ever-changing world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	46
Kindergarten	153
Grade 1	128
Grade 2	135
Grade 3	98
Grade 4	139
Grade 5	144
Total Enrollment	797

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	10.4
Black or African American	2.1
Filipino	1.9
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	17.9
White	41.5
English Learners	2.5
Homeless	0.5
Socioeconomically Disadvantaged	12.8
Students with Disabilities	10.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.5	96.25	144	88.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.2	3.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.5	9.9	6.11	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.25	3.4	2.13	15831.9	5.67
Total Teaching Positions	40	100	162.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.5	97.33	145.1	92.4	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.64	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.67	9.1	5.81	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.8	1.15	14303.8	5.15
Total Teaching Positions	37.5	100	157	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.5	97.59	152.3	93.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.41	8.7	5.38	12112.8	4.34
Unknown/Incomplete/NA	0	0	1	0.61	13705.8	4.91
Total Teaching Positions	41.5	100	163.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	1	1
Total Out-of-Field Teachers	1.00	1	1

Class Assignments

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

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

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

Every student has access to all of our textbooks and instructional materials. We as a district work together to develop teams, consisting of several representatives from each school site, prior to the adoption of new curriculum. We invite representatives out to share their perspectives about their materials and have teachers volunteer to pilot new programs. All of our instructional materials and curriculum come from the state adopted list and are current with the cycles presented by the state.

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
Reading/Language Arts	Houghton Mifflin 2002	0%
Mathematics	Illustrative Math 2023	0%
Science	Amplify 2019	0%
History-Social Science	Houghton Mifflin 2006	0%

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

School Facility Conditions and Planned Improvements

Center Street School is a large elementary campus with 39 classrooms, three athletic fields, a library, a computer lab and a science lab. Most recently the library has been remodeled through Measure ES funding. The school was modernized in 2002 and is kept in good condition. The school is cleaned well daily by our team of three custodians, two in the evening and one during the day. Administrators are accessible and visible all day and especially during drop off and pick up times.

Year and month of the most recent FIT report	December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	71	76	77	47	48
Mathematics (grades 3-8 and 11)	78	71	70	70	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	376	371	98.67	1.35	70.89
Female	194	192	98.97	2.06	75
Male	182	179	98.35	1.65	66.48
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	85.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	56.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	70	100.00	0.00	81.43

White	162	161	99.38	0.62	72.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.72	3.28	49.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	31	91.18	8.82	29.03

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	372	98.94	1.06	70.97
Female	194	192	98.97	1.03	67.19
Male	182	180	98.90	1.10	75
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	86.2
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	54.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	70	100.00	0.00	78.57
White	162	161	99.38	0.62	73.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	61	60	98.36	1.64	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	31	91.18	8.82	25.81

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	71.9	65	53.87	60.48	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	142	140	98.59	1.41	65
Female	76	74	97.37	2.63	60.81
Male	66	66	100	0	69.7
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	92.86
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100	0	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100	0	63.34
White	54	53	98.15	1.85	62.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100	0.00	36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	16.66

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	99	98	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

Center Street School enjoys strong support from parents and the community, who play an active role in enhancing educational programs. Parents are a daily presence in classrooms and the workroom, contributing significantly to the school's success. Both the School Site Council and PTA are vital partners, actively supporting classroom instruction, school culture, and special events. Their fundraising efforts have led to substantial campus improvements, such as new playgrounds, sponsorship of assemblies and field trips, and investments in classroom technology.

The El Segundo business community also plays a key role in supporting schools. Since its founding in 1983, the El Segundo Ed! Foundation has provided critical supplemental funding for all district schools. Additionally, school staff organizes parent education nights on topics relevant to families with young children, such as social-emotional learning, restorative practices, and safety.

Center Street Elementary School hosts a variety of family-oriented events, including Party on the Playground (launch into the school year), Teacher Scoops, STEAM Family Night, Family Movie Night, Sound Bath, and GATE Night. The school also benefits from strong partnerships with community organizations like the Kiwanis Club, Mattel, Chevron, the El Segundo Chamber of Commerce, and the Rotary Club, all of which contribute to the vibrant and supportive school community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	812	812	60	7.4
Female	418	418	29	6.9
Male	394	394	31	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	84	84	4	4.8
Black or African American	17	17	0	0.0
Filipino	15	15	2	13.3
Hispanic or Latino	211	211	26	12.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	145	145	4	2.8
White	335	335	24	7.2
English Learners	19	19	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	118	118	18	15.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	103	15	14.6

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
0.76	0.24	1.23	1.1	0.72	0.96	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	1.23	0.00
Female	0.48	0.00
Male	2.03	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	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.38	0.00
White	1.19	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	--	--
Socioeconomically Disadvantaged	3.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.85	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

The safety and well-being of students and staff are top priorities at Center Street Elementary School. To ensure a secure environment, teachers and the principal supervise students before school and during scheduled breaks, while noon-duty supervisors oversee lunch periods. After-school supervision is also available on campus for a fee.

The school provides both a front and back drop-off area for student arrival. The front of the school serves as the main drop-off and pick-up zone, where administrators assist families and greet students during morning arrival. Additionally, there is a supervised back drop-off area monitored by administrators and teachers to ensure students arrive safely and efficiently. The school also benefits from the Cougars CARE Team, a dedicated group of 5th-grade students and parents who enhance safety and efficiency by managing the valet program at the front of the school, helping students quickly and safely exit their cars. Team members also escort younger students to their classrooms, ensuring a smooth and welcoming start to the day.

To maintain campus security, all employees wear their badges at all times while on school grounds. Visitors are required to sign in at the office using the RAPTOR system and must display a visitor's pass at all times while on campus.

The School Site Safety Plan is reviewed and updated annually each summer by administrators, the El Segundo Fire Department, and members of the Parent Teacher Association. The updated plan is then shared with the entire staff. Key components of the safety plan include evacuation procedures and drills, shelter-in-place and dismissal protocols, the management and distribution of first aid supplies, and the implementation of the Standardized Emergency Management System (SEMS) model. Additionally, the school adheres to all laws, rules, and regulations regarding hazardous materials and state earthquake standards.

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
TK	21	0	2	0
K	22	2	6	0
1	24	0	4	0
2	23	0	6	0
3	23	0	6	0
4	29	0	4	0
5	29	0	4	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	21	0	2	0
K	22	1	5	0
1	22	0	6	0
2	25	0	4	0
3	23	0	6	0
4	28	0	5	0
5	25	0	5	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24.0	0	2	0
K	22	0	5	0
1	21	0	6	0
2	23	0	6	0
3	25	0	4	0
4	28	0	5	0
5	29	0	5	0
6	0	0	0	0
Other	0	0	0	0

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	1594:1

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1
Other	30

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	$7,815	$780	$7,035	$81,777
District	N/A	N/A	$3,810	$98,796
Percent Difference - School Site and District	N/A	N/A	59.5	-11.8
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-42.0	-6.9

Fiscal Year 2024-25 Types of Services Funded

California's education funding model, the Local Control Funding Formula (LCFF), is a major reform in the way public school districts receive money from the state. Previously school districts received a significant portion of money without restrictions, but much of the funding was restricted to specific programs, called categorical programs. Some examples of these categorical programs included textbook funds and the Regional Occupation Program for high school students. There were dozens of state categorical programs that were eliminated when the LCFF went into effect in July 2013.

Under LCFF, the responsibility for allocating funds to meet students' needs is given to the local governing boards. To demonstrate how funds will be used to address eight priorities established by the state, school districts must develop and approve a Local Control Accountability Plan (LCAP) no later than July 1 of each year. This three-year plan is to be updated annually. Once approved by the Board of Education, the LCAP will be the basis for expenditures in the District.

The eight priorities that El Segundo Unified School District will include in the LCAP include the following:

- Student Achievement
- Student Engagement

Fiscal Year 2024-25 Types of Services Funded

- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,942	$57,978
Mid-Range Teacher Salary	$95,241	$89,612
Highest Teacher Salary	$119,370	$117,194
Average Principal Salary (Elementary)	$144,939	$143,632
Average Principal Salary (Middle)	$154,769	$149,447
Average Principal Salary (High)	$177,210	$162,334
Superintendent Salary	$306,673	$234,076
Percent of Budget for Teacher Salaries	31.76%	27.81%
Percent of Budget for Administrative Salaries	5.45%	5.47%

Professional Development

The El Segundo Unified School District has a strong tradition of supporting teacher professional development. At Center Street School, staff participation in workshops and conferences has fostered a shared language and vision that defines and strengthens the school community. Many staff members have attended Professional Learning Community (PLC) conferences, and teacher leaders engage in six additional PLC-specific trainings, which they then share with their teams to enhance collaboration and practice. The school utilizes Professional Learning Team Meetings to review student work, monitor individual growth, and implement the most effective evidence-based strategies. Teachers are actively involved in site-based decisions, contributing to curriculum development, instructional planning, program evaluation, and the establishment of school policies and discipline procedures.

For the past three years, the district has sponsored three annual staff development days, offering teachers a wide range of opportunities for professional growth. Additionally, each Monday is a minimum day, allowing time for staff meetings, grade-level or department collaboration, and professional development. Topics covered include Literacy, CGI Math, Artificial Intelligence, RULER, and special education.

Newly credentialed teachers receive additional support through the Teacher Induction Program, a two-year, job-embedded program that provides individualized mentoring and guidance for educators in their first and second years of teaching. This program ensures new teachers are supported as they grow in their practice and contribute to the school's mission. Additionally, new teachers participate in a site-based teacher onboarding program which offers 10-12 meetings each year covering a variety of topics from parent conferences to report cards to best pedagogical practices.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4