

Cherryland Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Cherryland Elementary School
Street	456 Laurel Ave.
City, State, Zip	Hayward, CA 94541-2424
Phone Number	(510) 723-3810
Principal	Frank Dardon
Email Address	fdardon@husd.k12.ca.us
School Website	https://cld-haywardusd-ca.schoolloop.com/
County-District-School (CDS) Code	01611926000913

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

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Expectations: Be Responsible, Be Respectful, Be Safe

Current Research & Practice: Cherryland is engaged in collaborative effort to create focus standards and school wide best instructional practices in order to create systemic sustainable academic growth and promote deeper learning. Cherryland is a relationship centered school and implementing Year 10 of Positive Behavior Intervention Systems (PBIS) in order to create a positive supportive school climate and culture and has a robust three tiered Response to Intervention (RTI) system. Cherryland has targeted strategic interventions in place for underachieving students in 3 target areas, ELL's, English Only students, and Resource students. We are showing steady improvement in 3rd grade literacy and academic achievement.

As a part of our commitment to service excellence, we work to support collaboration among all segments of the school community: Through SBDM, PBIS, SSC, ELAC, PTO and our Parent Center we engage all stake holders in the school community in decision making, all Certificated & Classified Employees, parents, students, and community members. In addition to the aforementioned teams the Principal has coffee with the principal for collaboration and communication with parents and the community. We have a Padres Unidos "Cafe" meeting monthly for parents to regularly come together to discuss issues regarding the school community. We have monthly parent academies to tie community engagement to academics, and we have established connections with multiple community service agencies such as the breath mobile that work to provide supports in addition to academics to students and families.

Cherryland School Mission: Cherryland provides a rigorous, multicultural education in a respectful, responsible, safe and inclusive environment. We endeavor to meet the academic, social, and emotional needs of all children. Students utilize Integrated Learning and the Six Elements of Social Justice to become critical thinkers, problem solvers, and passionate lifelong learners.

Cherryland School Vision: With the support of families and community, Cherryland staff is committed to:

- Creating clear and rigorous expectations for behavioral and academic growth.
- Nurturing a learning environment that promotes culturally responsive instruction that values and connects students' learning to their identities.
- Presenting clear learning objectives and differentiating instruction for all students to guarantee educational equity and excellence.

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- Providing multi-modality opportunities for students to work collaboratively while applying the principles of Social Justice.
- Including creative lessons that promote student engagement and mastery of common core standards.
- Facilitating opportunities for students to develop empathy, problem solve, and work as allies to maintain a safe and inclusive school.
- Fostering community partnerships to meet the physical, emotional, and socio-economic needs of students and families.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	92
Grade 2	112
Grade 3	101
Grade 4	111
Grade 5	107
Grade 6	105
Total Enrollment	733

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.0
Asian	3.5
Black or African American	5.3
Filipino	2.0
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	1.5
Two or More Races	3.7
White	1.1
English Learners	55.4
Foster Youth	0.3
Homeless	0.8
Migrant	2.7
Socioeconomically Disadvantaged	66.3
Students with Disabilities	10.1

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

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)	31.10	88.62	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.85	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	8.54	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.60	3.38	12115.80	4.41
Unknown	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	35.10	100.00	994.30	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)	33.40	94.36	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.82	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.82	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown	0.00	0.00	58.30	5.79	15831.90	5.67
Total Teaching Positions	35.40	100.00	1007.90	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	1.00

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.00	2.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	2.40

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	Yes	0
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0

School Facility Conditions and Planned Improvements

A lexan material is used for window replacement throughout this school site.

Year and month of the most recent FIT report		January 2022		
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			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	19	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	435	417	95.86	4.14	27.82
Female	217	207	95.39	4.61	32.37
Male	218	210	96.33	3.67	23.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	15	15	100.00	0.00	26.67
Black or African American	34	32	94.12	5.88	25.00
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	347	333	95.97	4.03	27.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	--	--	--	--	--
English Learners	206	193	93.69	6.31	10.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	305	295	96.72	3.28	24.41
Students Receiving Migrant Education Services	12	12	100.00	0.00	33.33
Students with Disabilities	49	47	95.92	4.08	6.38

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	435	424	97.47	2.53	11.32
Female	217	213	98.16	1.84	9.39
Male	218	211	96.79	3.21	13.27
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	15	15	100.00	0.00	13.33
Black or African American	34	32	94.12	5.88	6.25
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	347	340	97.98	2.02	10.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	--	--	--	--	--
English Learners	206	200	97.09	2.91	3.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	305	297	97.38	2.62	8.75
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	49	46	93.88	6.12	6.52

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.49	--	17.77	28.5	29.47

2021-22 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	112	106	94.64	5.36	8.49
Female	51	48	94.12	5.88	10.42
Male	61	58	95.08	4.92	6.9
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	83	94.32	5.68	8.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	49	90.74	9.26	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	78	95.12	4.88	8.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100	0	7.14

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	78.0%	81.8%	78.0%	81.8%	90.8%

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.

2022-23 Opportunities for Parental Involvement

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Parents are involved in planning and implementing a number of parent engagement nights ranging from family involvement nights, to our winter concert, Black Family Expo Night, our annual spring health fair and the 6th grade graduation breakfast, and graduation itself. We have a monthly coffee with the principal. Cherryland features a robust Parent Education Program featuring parenting and healthy eating workshops, as well as partnerships with Cherryland PTO and Padres Unidos de Cherryland. We also have a parent member on our Site Based Decision Making (SBDM) teams as well as the regular SSC and ELAC parent groups. A team of parents, teachers, and administrators developed the following school/parent involvement policy:

Parental involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning, receive grade level standards, monitor and discuss schoolwork at home, and receive information on how to work with their child at home. It also means that parents are encouraged to be actively involved in their child's education at school including, but not limited to participating in Student Study Team meetings (SST), IEP meetings and in meetings for behavioral or educational contracts. It also means that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child (for example, parent conferences, SSC, ELAC, and Title 1 parent meetings).

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	821	786	516	65.6
Female	408	386	255	66.1
Male	413	400	261	65.3
American Indian or Alaska Native	0	0	0	0.0
Asian	29	27	9	33.3
Black or African American	49	47	31	66.0
Filipino	18	17	7	41.2
Hispanic or Latino	673	644	432	67.1
Native Hawaiian or Pacific Islander	12	12	11	91.7
Two or More Races	29	29	19	65.5
White	9	8	6	75.0
English Learners	488	466	306	65.7
Foster Youth	5	5	4	80.0
Homeless	12	10	7	70.0
Socioeconomically Disadvantaged	573	550	373	67.8
Students Receiving Migrant Education Services	20	20	10	50.0
Students with Disabilities	93	91	61	67.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.59	3.48	2.45
Expulsions	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.73	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73	0.00
Female	0.74	0.00
Male	0.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.45	0.00
Black or African American	4.08	0.00
Filipino	5.56	0.00
Hispanic or Latino	0.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for insuring student and staff safety during a disaster. Fire, earthquake, and Lockdown drills are conducted on a regular basis throughout the school year.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick up.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2021-22 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the COVID-19 school protocols.

The Comprehensive School Safety Plan (CSSP) was reviewed by the Safety team during the 2021-2022 school year. This plan met all of the district guidelines and protocols in regards to keeping all students, families, and staff safe while on campus.

In August of 2021, HUSD opened for in person learning opportunities at all sites. HUSD developed district wide safety plans with schools also having plans specific to their site. The "Ready to Return" In-Person Learning Safety Plan was created in April 2021 that addressed questions/guidelines regarding face masks, daily health screenings using the Frontline Health Portal, social distancing, and cleaning procedures. Notifications of the plans were sent out to all staff and families. It was posted on the district/school websites for the entire HUSD community to access.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	2	4	
1	23		4	
2	25		4	
3	24		4	
4	33			
5	33		1	
6	30		2	1
Other	24	2	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	2	
1	20	3	2	
2	23		4	
3	24		4	
4	27		4	
5	32		2	1
6	31		3	
Other	20	2	2	

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	18	6		
1	21	2	2	
2	21	3	2	
3	16	4	2	
4	30		3	
5	22	1	3	
6	29		3	
Other	21	2	2	

2021-22 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

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,856	\$6,916	\$7,940	\$100,828
District	N/A	N/A	\$8,143	\$100,338
Percent Difference - School Site and District	N/A	N/A	-2.5	0.5
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-55.1	19.8

2021-22 Types of Services Funded

Our Supplemental and Concentration funds go primarily to human costs, direct supports for students, and professional development for Staff. We have an EL Specialist who works directly with ELL students. We funded a Family Engagement Specialist position to support community engagement and connect families to services and supports. We also funded a Bilingual Para Educator Position to support EL students to reach grade level proficiency. In addition, we have used funding to support our Integrated Arts focus hiring after-school instructors in drama, cultural and arts programs. We have used funding to support professional development in integrated Arts and balanced literacy for classroom teachers. We have also used funding to purchase increased on site technology with Chromebook carts and blended learning platforms. We have the students engaged in online programs such as IXL, Epic, Brainpop, Flocabulary, and RAZ Kids. Finally, we have used funding to expand our leveled reading program, purchasing guided reading sets and leveled libraries for teachers, both in English and Spanish.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days in 2017-18 2018-19, 2019-20, 2020-21 and 2021-2022. The Professional development focus of the current school year are Supporting Distance Learning and Anti Bias and Anti Racist training.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	3