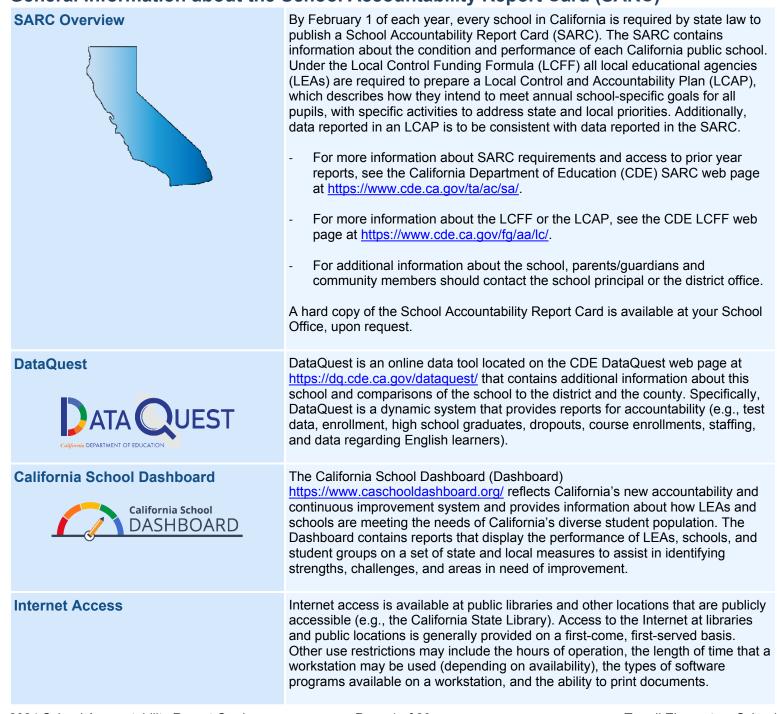# Tyrrell Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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. 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	Tyrrell Elementary School
Street	27000 Tyrrell Avenue
City, State, Zip	Hayward, CA 94540-0001
Phone Number	(510) 723-3935
Principal	Stacey Butler-Vidal
Email Address	svidal@husd.k12.ca.us
School Website	https://tyrrell.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926104566

2024-25 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2024-25 School Description and Mission Statement

TYRRELL VISION
Tyrrell students will be prepared, challenged, and motivated in a 21st Century learning environment that produces life-long learners who are college bound and career ready.
TYRRELL MISSION STATEMENT
Tyrrell is a learning community that develops, prepares, and inspires the whole child to become a lifelong learner, who realizes his/her potential as a socially responsible citizen.

2024-25 School Description and Mission Statement

The Tyrrell staff Is dedicated and committed to HUSD's vision that students will be prepared, challenged, and motivated in a 21st Century learning environment that develops the physical,intellectual and emotional success of all learners. At Tyrrell Elementary School, we place priority on student safety and student achievement. Our school Is a learning community that develops and prepares the whole child to become a lifelong learner, who realizes his/her potential as a socially responsible citizen. To increase student achievement, we place a consistent focus on student engagement, best instructional practices,and transparency of the Common Core standards. Our staff works collaboratively to address the needs of all members of the Tyrrell community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	74
Grade 2	89
Grade 3	89
Grade 4	79
Grade 5	78
Grade 6	104
Total Enrollment	588

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.3
Asian	4.6
Black or African American	3.6
Filipino	5.8
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	2.4
Two or More Races	0.7
White	0.9
English Learners	56
Foster Youth	0.3
Homeless	3.9
Migrant	7.1
Socioeconomically Disadvantaged	88.9
Students with Disabilities	10

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)	23.90	96.00	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.00	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/Incomplete/NA	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	24.90	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)	22.70	91.92	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.04	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/Incomplete/NA	1.00	4.04	58.30	5.79	15831.90	5.67
Total Teaching Positions	24.70	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.

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)	27.10	96.45	806.00	82.08	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	1.89	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	71.20	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	26.60	2.71	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.55	59.50	6.06	14303.80	5.15
Total Teaching Positions	28.10	100.00	982.00	100.00	277698.00	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	2022-23
Permits and Waivers	1.00	1.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	1.00	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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	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)	3.50	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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or 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%

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

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Tyrrell was constructed in 2012. This school has thirty-eight (38) permanent classrooms, a multipurpose room, a library, and an administration building.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infastructures projects throughout HUSD. At Tyrrell Elementary these projects have included exterior painting of the school. All work described was completed by the end of the 2022 summer period.

Year and month of the most recent FIT report	January 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	
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)	26	21	35	32	46	47
Mathematics (grades 3-8 and 11)	14	12	20	20	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	367	336	91.55	8.45	21.13
Female	178	161	90.45	9.55	21.74
Male	189	175	92.59	7.41	20.57
American Indian or Alaska Native	--	--	--	--	--
Asian	18	15	83.33	16.67	26.67
Black or African American	13	12	92.31	7.69	16.67
Filipino	21	19	90.48	9.52	42.11
Hispanic or Latino	296	274	92.57	7.43	20.07
Native Hawaiian or Pacific Islander	11	9	81.82	18.18	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	188	161	85.64	14.36	4.97
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	27.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	325	304	93.54	6.46	20.39
Students Receiving Migrant Education Services	27	27	100.00	0.00	22.22
Students with Disabilities	36	35	97.22	2.78	5.71

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	367	361	98.37	1.63	12.19
Female	178	174	97.75	2.25	10.92
Male	189	187	98.94	1.06	13.37
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	35.29
Black or African American	13	13	100.00	0.00	0.00
Filipino	21	21	100.00	0.00	19.05
Hispanic or Latino	296	293	98.99	1.01	11.60
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	188	184	97.87	2.13	4.35
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	325	321	98.77	1.23	11.84
Students Receiving Migrant Education Services	27	27	100.00	0.00	14.81
Students with Disabilities	36	35	97.22	2.78	2.86

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)	7.69	18.82	16.99	18.04	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	87	85	97.70	2.30	18.82
Female	51	49	96.08	3.92	20.41
Male	36	36	100.00	0.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	70	97.22	2.78	18.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	37	94.87	5.13	2.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	73	98.65	1.35	17.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

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	99%	99%	99%	99%	99%

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Tyrrell Elementary School benefits from its supportive parents who participate on the School Site Council (SSC), English Language Advisory Committee (ELAC), the African American Student Achievement Initiative (AASAI), the Principal's Coffee, and the Parent Teacher Committee
(PTC). We also have two (2) Parent Ambassadors that serve to lead Tyrrell parents in partnership with our school. There is a p arent center on campus that conducts informational meetings and parent education workshops.
The Parent Center is maintained by Tyrrell's Family Engagement Specialist (FES). Parents may contact and/or the
parent center to learn more about nutrition, fitness and receive additional resources to support students and their families. We appreciate the opportunity to partner with Tyrrell parents in the education of our students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	660	640	143	22.3
Female	320	309	68	22.0
Male	340	331	75	22.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	31	5	16.1
Black or African American	25	25	10	40.0
Filipino	39	38	8	21.1
Hispanic or Latino	527	512	105	20.5
Native Hawaiian or Pacific Islander	17	17	8	47.1
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	451	439	85	19.4
Foster Youth	--	--	--	--
Homeless	28	27	8	29.6
Socioeconomically Disadvantaged	581	570	126	22.1
Students Receiving Migrant Education Services	46	46	3	6.5
Students with Disabilities	71	69	20	29.0

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 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
2.02	1.98	2.73	3.78	4.9	5.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.03	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.73	0.00
Female	2.81	0.00
Male	2.65	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	12.00	0.00
Filipino	2.56	0.00
Hispanic or Latino	2.47	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	1.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.58	0.00
Students Receiving Migrant Education Services	2.17	0.00
Students with Disabilities	2.82	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.

2024-25 School Safety Plan

Our school has an active School Safety Committee that includes the principal and teachers. 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. Conditions continue

2024-25 School Safety Plan

to be monitored for our school and district to be aligned with the Alameda County Health Department.

At the time of the latest review of the School Site Safety Plan, in December of 2024, all revisions were communicated to the school staff through the Site Based Decision Making (SBDM) team and the School Site Council. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, shelter-in-place, and lockout and
lockdown drills are conducted on a regular basis throughout the school year. Tyrrell maintains a site safety team, made up of teachers and and the principal. The site safety team meets monthly to review and plan for ongoing safety needs. The site safety team is comprised of classrooms teachers and the principal, while one of our safety team teachers serves as a liaison to the District Safety Committee.

Tyrrell Elementary School is comprised of 30 classrooms, a multipurpose room/cafeteria, library, staff lounge, a computer lab, parent center, music room, and a large playground. Safety of our
students and staff is a priority at Tyrrell Elementary School. The school is always in compliance with all laws, rules,
and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed by the Site Safety Team in December of 2024, and is updated annually.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Visitors are required to check in the front office and wear a visitor's badge to participate in workshops, visit classrooms to volunteer support, and/or attend parent trainings/meetings.

Safety is a 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 during in-person learning.

Emergency 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 initiate drills and communicate with staff during emergencies, in addition to our traditional communication tools (loud speaker, bells, and fire alarm). This online safety app is also used to coordinate safety/disaster drills.

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	21	2	1	
1	24		3	
2	24		3	
3	18	1	3	
4	26		3	
5	23		3	
6	28		3	
Other	19	1	1	

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	25		3	
1	23		3	
2	18	1	3	
3	23	1	2	
4	27		3	
5	21	1	4	
6	22	1	3	
Other	17	3		

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	24		3	
2	21	2	2	
3	17	3	2	
4	26		3	
5	26		3	
6	26		4	
Other	13	1		

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	588

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	4.9

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	$15,271	$6,777	$8,494	$98,812
District	N/A	N/A	$7,882	$107,337
Percent Difference - School Site and District	N/A	N/A	7.5	-8.3
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-23.6	1.1

Fiscal Year 2023-24 Types of Services Funded

Instruction is provided by way of print materials that incorporate assignments that are the subject of written and oral feedback from highly qualified teachers who possess either a CLAD, or BCLAD certificate. The district and/or school site provides every student with a chromebook to facilitate access to online learning and intervention programs. Students who exhibit academic or emotional challenges, and/or have special accommodations in place that need to be met receive additional services as indicated in Individual Education Programs (IEP's) and/or 504 plans. Various staff, including specialists in the areas of speech, behavior, counseling, resource, bilingual professionals, and English language development, as well as assistance from the HUSD Teacher on Special Assignment (TOSA), Coordination of Services Team (COST), and Family Engagement Specialist (FES) are available to offer additional support .

Daily instruction includes instruction aligned with the Common Core Standards and adopted curriculum in HUSD. The staff communicates learning objectives and expectations, utilizes strategies to engage students and promote curiosity, models culturally responsive teaching, and utilizes the Gradual Release of Responsibility to check for understanding. Students requiring additional support receive small group intervention during the school day and/or before/after school intervention as needed, taught by classroom teachers and paraprofessionals. All students receive targeted instruction either in English

Fiscal Year 2023-24 Types of Services Funded

Language Development (ELD) or Academic Language Development (ALD). In addition, an intentional focus is placed on newcomer students during daily small group intervention with our English Language Specialist, Bilingual paraprofessional, and/or classroom teachers.

All items funded to support our site goals are outlined in our Single Plan for Student Achievement (SPSA).

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	$74,517	$59,551
Mid-Range Teacher Salary	$104,084	$93,855
Highest Teacher Salary	$124,131	$120,219
Average Principal Salary (Elementary)	$164,210	$151,525
Average Principal Salary (Middle)	$171,438	$158,215
Average Principal Salary (High)	$180,194	$171,087
Superintendent Salary	$314,081	$300,043
Percent of Budget for Teacher Salaries	34.34	31
Percent of Budget for Administrative Salaries	5.9	4.91

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 the school site to administrators, teachers, and classified staff. The district schedules three staff development days and six minimum days per school year, and our site schedules four
minimum days to allow for additional professional growth opportunities. Our academic professional growth topics included English Language Development (ELD), Mathematics, and Science. Additionally, we offer staff learning opportunities to support the implementation of School Safety, Positive Behavior Intervention and Support (PBIS), Peacebuilders, Multi-Tiered Systems of Support (MTSS), Student Academic Engagement, and implementation of Literacy.

Teachers are supported through regular classroom visits and ongoing feedback. In addition, grade level teams participate in weekly collaboration meetings. During this time, data analysis of student achievement, instructional planning, and review of best instructional strategies takes place. Professional development is delivered by the principal, vice principal, English Learner Specialist, and the Instructional Leadership Team (ILT).   Optional, district professional development opportunities are offered through the school year as well, taking place during the school day and after school.

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	3	3	3