

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/fq/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	Corral Hollow Elementary School
Street	7000 Coriander Street
City, State, Zip	Tracy, CA, 95377
Phone Number	209-650-2885
Principal	Heather Copeland
Email Address	hecopeland@jsdtracy.com
School Website	https://www.jeffersonschooldistrict.com
Grade Span	K-8
County-District-School (CDS) Code	39 68544 0142323

2025-26 District Contact Information

District Name	Jefferson School District
Phone Number	209-836-3388
Superintendent	James W. Bridges, Ed.D.
Email Address	superintendent@jsdtracy.com
District Website	https://www.jeffersonschooldistrict.com/jeffersonsd

2025-26 School Description and Mission Statement

Corral Hollow Elementary School is a TK-8 campus within the Jefferson School District. Opened in August 2024, the school is currently in its inaugural year during the 2024-2025 school year.

Mission Statement: Corral Hollow Elementary School is dedicated to providing a safe, inclusive environment where students thrive academically, socially, and emotionally. We empower students to become critical thinkers who actively pursue and achieve their full potential.

Vision Statement: At Corral Hollow Elementary School, we are committed to cultivating a community of lifelong learners who contribute positively to society. We aim to equip students with the skills needed to thrive in an ever-changing world, while nurturing empathy, creativity, resilience, and a deep appreciation for diversity.

The school boasts state-of-the-art facilities, including modern classrooms, a bright and spacious library and media center, a science lab, a band room, and a multi-purpose room with a gymnasium and performance stage. Students are equipped with district-issued Chromebooks for 1:1 learning.

Corral Hollow Elementary School implements the Positive Behavior Interventions and Support (PBIS) system, with our Colt P.R.I.D.E. pillars: Prepared, Responsible, Independent, Diligent, and Empathetic. Students can earn Colts Cash as a reward for demonstrating these pillars, which they can spend at our Colts Cash Store.

The Associated Student Body (ASB) provides students with the opportunity to work alongside teacher leaders to foster school spirit and contribute to a welcoming campus environment. ASB students organize school spirit days, dances, pep rallies, and College Week events.

All TK-4 students participate in weekly music classes, while students in grades 5-8 have the opportunity to join the school band. Band students showcase their talents through concerts and band competitions.

2025-26 School Description and Mission Statement

In addition to academics, Corral Hollow Elementary School offers a variety of extracurricular activities. The school's athletics program includes volleyball, cross country, basketball, soccer, flag football, and track. Furthermore, the school offers other enrichment activities such as Science Olympiad, Math Olympiad, and other STEAM programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	48
Kindergarten	115
Grade 1	104
Grade 2	94
Grade 3	100
Grade 4	96
Grade 5	95
Grade 6	83
Grade 7	71
Total Enrollment	806

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	2.7
Asian	74.8
Black or African American	1.6
Filipino	3.6
Hispanic or Latino	4.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5
White	5.6
English Learners	17.9
Socioeconomically Disadvantaged	16.7
Students with Disabilities	6.2

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)	NA	NA	NA	NA	NA	NA
Intern Credential Holders Properly Assigned	NA	NA	NA	NA	NA	NA
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	NA	NA	NA	NA	NA	NA
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	NA	NA	NA	NA	NA	NA
Unknown/Incomplete/NA	NA	NA	NA	NA	NA	NA
Total Teaching Positions	NA	NA	NA	NA	NA	NA

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)	NA	NA	NA	NA	NA	NA
Intern Credential Holders Properly Assigned	NA	NA	NA	NA	NA	NA
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	NA	NA	NA	NA	NA	NA
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	NA	NA	NA	NA	NA	NA
Unknown/Incomplete/NA	NA	NA	NA	NA	NA	NA
Total Teaching Positions	NA	NA	NA	NA	NA	NA

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)	NA	NA	NA	NA	NA	NA
Intern Credential Holders Properly Assigned	NA	NA	NA	NA	NA	NA
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	NA	NA	NA	NA	NA	NA
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	NA	NA	NA	NA	NA	NA
Unknown/Incomplete/NA	NA	NA	NA	NA	NA	NA
Total Teaching Positions	NA	NA	NA	NA	NA	NA

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	NA	NA	NA
Misassignments	NA	NA	NA
Vacant Positions	NA	NA	NA
Total Teachers Without Credentials and Misassignments	NA	NA	NA

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	NA	NA	NA
Local Assignment Options	NA	NA	NA
Total Out-of-Field Teachers	NA	NA	NA

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)	NA	NA	NA
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	NA	NA	NA

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

The steps below describe the selection process for our textbooks and instructional materials.

1. These decisions are made before beginning the process:

- Discuss critical issues with administrators and curriculum representatives
- Determine issues unique to district needs
- Needs assessment
- School improvement plans
- Superintendent direction
- Board direction
- Review the state’s textbook-adoption committee’s evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher

2. We then form a committee of administrators, teachers (representatives from all grade levels) and parents.

3. The committee reviews, researches and identifies essential K-8 curriculum and assesses needs.

4. The committee establishes consensus on the most important criteria to evaluate during initial screening.

5. Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.

6. The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.

7. Community members are invited to review curriculum and provide feedback.

8. The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.

9. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Year and month in which the data were collected

09/2021

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	World of Wonders, McGraw Hill (TK) - 05/2017	0
	California Wonders, McGraw Hill (K-5) - 05/2017	
	CommonLit 360, CommonLit (6-8) - 06/2025	
Mathematics	Eureka Math Squared, Great Minds (TK-8) - 05/2024	0
Science	STEMscopes Early Explorer, Accelerate Learning (TK) - 04/2021	0

	STEMscopes CA NGSS 3D, Accelerate Learning (K-8) - 04/2021	
History-Social Science	Social Studies Alive!, Teachers' Curriculum Institute (K-5) - 06/2018 World History Ancient Civilizations, National Geographic (6) - 05/2019 World History Medieval and Early Modern Times, National Geographic (7) - 05/2019 US History American Stories Beginnings to World War I, National Geographic (8) - 05/2019	0

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	08/02/2024
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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 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)	NA	78.66	60	61	47	48
Mathematics (grades 3-8 and 11)	NA	78.89	54	58	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	451	450	99.78	0.22	78.67
Female	221	221	100.00	0.00	83.26
Male	230	229	99.57	0.43	74.24
American Indian or Alaska Native	--	--	--	--	--
Asian	342	341	99.71	0.29	83.58
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	52.63
Hispanic or Latino	22	22	100.00	0.00	68.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	62.50
White	29	29	100.00	0.00	58.62
English Learners	38	38	100.00	0.00	34.21
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.00	0.00	61.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	38.89

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	451	450	99.78	0.22	78.89
Female	221	221	100.00	0.00	77.38
Male	230	229	99.57	0.43	80.35
American Indian or Alaska Native	--	--	--	--	--
Asian	342	341	99.71	0.29	84.75
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	57.89
Hispanic or Latino	22	22	100.00	0.00	63.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	54.17
White	29	29	100.00	0.00	48.28
English Learners	38	38	100.00	0.00	42.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.00	0.00	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	61.11

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)	NA	73.69	50	52.99	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	95	95	100.00	0.00	73.68
Female	42	42	100.00	0.00	71.43
Male	53	53	100.00	0.00	75.47
American Indian or Alaska Native	--	--	--	--	--
Asian	75	75	100.00	0.00	77.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.0	99.0	99.0	99.0	99.0
Grade 7	100.0	100.0	100.0	100.0	100.0
Grade 9	NA	NA	NA	NA	NA

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

Parental involvement and support are key components to the success of Corral Hollow Elementary School. There are many ways for families to partner with the school community. Families can join the newly established Corral Hollow Parent Faculty Association (CHPFA), formed in December 2024. The CHPFA plans to partner with the school community to promote open communication, support educational programs, organize beneficial events, and raise funds to enhance school initiatives. Additionally, parents and guardians can become involved with the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Advisory Committee (PAC). With proper clearance, parents and guardians are also welcome to volunteer on campus.

Corral Hollow Elementary School sends out a weekly family newsletter via ParentSquare, featuring upcoming school events, activities, and other important updates. The school also maintains a digital marquee outside to notify the community of upcoming events and important announcements.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	833	825	55	6.7
Female	409	404	23	5.7
Male	424	421	32	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	22	22	2	9.1
Asian	622	618	28	4.5
Black or African American	14	14	4	28.6
Filipino	31	30	3	10.0
Hispanic or Latino	41	40	7	17.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	40	4	10.0
White	46	45	5	11.1
English Learners	153	150	12	8.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	148	146	17	11.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	60	8	13.3

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
NA	NA	1.0	2.87	2.21	2.88	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
NA	NA	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	0.96	0.00
Female	0.00	0.00
Male	1.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.48	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	2.17	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	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

Corral Hollow Elementary School maintains a Comprehensive School Safety Plan (CSSP), which is a living document. The plan is reviewed annually by staff at the beginning of each school year and includes policies and procedures for a variety of emergencies to ensure the safety of students and staff.

As required by the District, the school conducts monthly emergency drills with all students and staff present on campus. Drills include fire, earthquake, lockdown, shelter-in-place, and reverse evacuation drills. Following each drill, the team debriefs and adjusts the safety plan as needed. Each classroom has an emergency procedures guide posted near the door, outlining protocols for emergencies such as fallen aircraft, floods, fires, missing students, campus shootings, earthquakes, bomb threats, explosions, chemical accidents, and lockdowns. Emergency backpacks with first aid supplies and contact information are also provided.

The CSSP is reviewed annually by the School Site Safety Committee. It was last updated, reviewed, and discussed with both the School Site Safety Committee/School Site Council and staff in January 2025.

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	NA	NA	NA	NA
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

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	NA	NA	NA	NA
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

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	2	0
K	27	0	4	0
1	25	0	4	0
2	24	0	4	0
3	25	0	4	0
4	32	0	3	0
5	32	0	3	0
6	28	0	3	0
Other	7	1	0	0

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	0	3	0
Mathematics	24	0	3	0
Science	24	0	3	0
Social Science	24	0	3	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	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.2

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				
District	N/A	N/A		\$88,651
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

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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	\$63,836	\$61,516
Mid-Range Teacher Salary	\$90,015	\$95,479
Highest Teacher Salary	\$117,582	\$125,208
Average Principal Salary (Elementary)	\$138,152	\$152,668
Average Principal Salary (Middle)	\$138,152	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$218,015	\$242,781
Percent of Budget for Teacher Salaries	34.41%	29.76%
Percent of Budget for Administrative Salaries	5.41%	5.74%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	NA
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

During the 2024–2025 school year, the district provided a comprehensive and multi-tiered system of professional development designed to strengthen instructional practices, support student achievement, and build staff capacity across all school sites. Professional learning opportunities were aligned to district goals, state priorities, and site-level needs identified through data

Professional Development

analysis, instructional walkthroughs, and stakeholder feedback.

To support new educators, the district offered three full days of New Teacher Training prior to the start of the school year. These sessions introduced new staff to district instructional expectations, curriculum platforms, classroom management systems, assessment tools, and procedures for supporting English Learners, students with disabilities, and students requiring differentiated instruction.

All certificated staff participated in a districtwide professional development day focused on improving literacy outcomes and strengthening inclusive instructional practices. This day included training in LETRS (Language Essentials for Teachers of Reading and Spelling), targeted sessions on language arts instruction, strategies for meeting the needs of English Learners, and updates to the district’s Special Education program, including co-teaching models, accommodations, and Tier 2/3 supports.

To further support academic language development and sheltered instruction strategies, the district provided a four-day GLAD (Guided Language Acquisition Design). This intensive training focused on research-based strategies for building language proficiency, increasing student engagement, and integrating language and content instruction across subject areas. Participants received classroom demonstrations, modeling of GLAD strategies, and coaching in implementing these practices with fidelity to support English Learners and all students.

To ensure strong implementation of the district’s math curriculum, the district also provided dedicated training for Eureka Math Squared, including an overview of the program structure, lesson design, hands-on routines, and guidance for differentiating instruction using embedded supports.

Throughout the year, members of the District Instructional Leadership Team (DILT) participated in ongoing professional development to build leadership capacity and ensure consistency in instructional expectations across school sites. This included regular collaboration focused on data analysis, instructional coaching practices, PLC facilitation, and monitoring of curriculum implementation.

Staff involved in social-emotional and behavioral support systems received regular training through the district’s Positive Behavioral Interventions and Supports (PBIS) initiative. These sessions focused on behavior expectation systems, progress monitoring, Tier 2/3 interventions, restorative practices, and strategies to improve school climate and student attendance.

To support instructional improvement and calibration of expectations across the district, administrators participated in ongoing instructional walkthroughs with McRel International. These structured learning walks provided feedback on classroom instruction, student engagement, academic discourse, and implementation of district instructional priorities.

Additionally, teachers received training on i-Ready, including administration of diagnostic assessments, analysis of student performance data, and the use of personalized learning pathways to provide targeted interventions and monitor growth.

Collectively, these professional development efforts reflect the district’s commitment to continuous improvement and to ensuring that teachers and staff are equipped with the knowledge and skills necessary to support high-quality instruction for all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	24	