

Harder Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/ .

2025-26 School Contact Information

School Name	Harder Elementary School
Street	352 Harder Rd
City, State, Zip	Hayward, CA 94544-2951
Phone Number	(510) 723-3840
Principal	Cynthia Ortiz, Ed.D.
Email Address	cortiz@husd.k12.ca.us
School Website	https://harder.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926000996

2025-26 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	www.husd.k12.ca.us

2025-26 School Description and Mission Statement

The mission of Harder School is to provide a safe, nurturing, student-centered learning environment where educational equity is practiced in order to assure that all students reach their academic and professional potential.

During the 2024-2025 school year, our school had a population of 666 students. Our student body is diverse, with 84.5% identified as socioeconomically disadvantaged. The largest ethnic group is Hispanic/Latinx, comprising 73.1% of the population. As a result, our school is designated as a Title I school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	98
Grade 2	98
Grade 3	99
Grade 4	84
Grade 5	101
Grade 6	85
Total Enrollment	671

2024-25 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	8.3
Black or African American	7.3
Filipino	3.4
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	4.5
Two or More Races	2.7
White	1.2
English Learners	40.2
Homeless	3.6
Migrant	1.8
Socioeconomically Disadvantaged	82
Students with Disabilities	12.5

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)	17.5	75.18	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	2	8.56	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	7.7	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	2	8.56	58.3	5.79	15831.9	5.67
Total Teaching Positions	23.3	100	1007.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.8	76.51	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.36	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	13.42	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	2	6.71	59.5	6.06	14303.8	5.15
Total Teaching Positions	29.8	100	982	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.5	81.67	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	8.33	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.33	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	2	6.67	48.3	4.99	13705.8	4.91
Total Teaching Positions	30	100	969.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3	2
Misassignments	1.80	1	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	4	2.5

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	3.4	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7	3.1	0

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

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

All textbooks and materials are current, in good condition and available to all students.

Year and month in which the data were collected January 2026

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	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	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	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)	0%
History-Social Science	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	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

School Facility Conditions and Planned Improvements

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: The new campus was constructed in 2021. This school has thirty-two (32) regular classrooms, a multipurpose room, a library, an outdoor eating area 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 Infrastructures projects throughout HUSD. No projects have been scheduled to be completed for Harder Elementary due to recent construction of the new campus.

Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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)	17	18	32	34	47	48
Mathematics (grades 3-8 and 11)	11	11	20	21	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	375	360	96.00	4.00	17.83
Female	178	171	96.07	3.93	21.76
Male	197	189	95.94	4.06	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	29.63
Black or African American	23	23	100.00	0.00	13.04
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	274	261	95.26	4.74	13.79
Native Hawaiian or Pacific Islander	22	22	100.00	0.00	23.81
Two or More Races	11	11	100.00	0.00	27.27
White	--	--	--	--	--
English Learners	147	136	92.52	7.48	0.74
Foster Youth	0	0	0	0	0
Homeless	15	14	93.33	6.67	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	305	97.44	2.56	16.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	56	96.55	3.45	8.93

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	374	367	98.13	1.87	11.23
Female	177	175	98.87	1.13	8.05
Male	197	192	97.46	2.54	14.14
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	22.22
Black or African American	23	23	100.00	0.00	13.04
Filipino	13	12	92.31	7.69	41.67
Hispanic or Latino	273	269	98.53	1.47	8.61
Native Hawaiian or Pacific Islander	22	22	100.00	0.00	13.64
Two or More Races	11	11	100.00	0.00	9.09
White	--	--	--	--	--
English Learners	147	144	97.96	2.04	0.70
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	309	98.72	1.28	11.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	55	94.83	5.17	7.27

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)	4.05	12.62	18.04	19	30.73	32.52

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	103	103	100.00	0.00	12.62
Female	47	47	100.00	0.00	6.38
Male	56	56	100.00	0.00	17.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	5.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	48	48	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	88	100.00	0.00	11.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	7.69

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	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Harder Elementary School provides a variety of leadership and day-to-day community participation opportunities for our Harder parent/caregiver community. Aside from the required School Site Council and English Learner Advisory Committee, Harder has an active Parent Teacher Association. Our Harder Parent Center has been open since 2009 and has provided a variety of parent education workshops, information sharing activities and social convening throughout the school year. Additionally, community resources are available regarding medical, dental, mental health/counseling, housing and food scarcity needs. The main goal of our parental involvement efforts are focused on developing a clear and helpful partnership between our school staff and parents to support student achievement and their various socio-emotional and health needs to prepare our students for successful learning.

The following are the different levels of volunteering that we promote with our families.

Volunteer - Level 1

Parent Center, ELAC, SSC and PTA.

Volunteer - *Level 2

In your child's classroom, Special activities during the school day (picture day, student store, Math day, student carnival, book fair) In the lunch room or on the the playground.

Volunteer - *Level 3

Parent Ambassador program (HUSD along with La Familia is providing parents and guardians with the opportunity to develop leadership and advocacy skills).

*Levels 2 and 3 require volunteers to become authorized. An authorized volunteer has gone through the process of fingerprinting and tb testing with the district and has attended the school volunteer orientation.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	736	720	205	28.5
Female	353	347	92	26.5
Male	383	373	113	30.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	61	8	13.1
Black or African American	54	52	15	28.8
Filipino	24	24	2	8.3
Hispanic or Latino	525	514	157	30.5
Native Hawaiian or Pacific Islander	33	32	7	21.9
Two or More Races	22	21	8	38.1
White	--	--	--	--
English Learners	327	322	88	27.3
Foster Youth	--	--	--	--
Homeless	29	29	12	41.4
Socioeconomically Disadvantaged	621	609	181	29.7
Students Receiving Migrant Education Services	12	12	4	33.3
Students with Disabilities	109	108	36	33.3

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
4.57	5.59	6.11	4.9	5.4	4.97	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	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	6.11	0.00
Female	1.42	0.00
Male	10.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.23	0.00
Black or African American	7.41	0.00
Filipino	12.50	0.00
Hispanic or Latino	5.33	0.00
Native Hawaiian or Pacific Islander	15.15	0.00
Two or More Races	4.55	0.00
White	0.00	0.00
English Learners	4.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.34	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

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, disaster, 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. Visitors need to check in at the front office and receive a badge.

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, 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. The Site Safety Plan was reviewed and approved at the School Site Council meeting on November 20, 2024.

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
K	31	0	3	1
1	25	0	4	0
2	24	0	3	0
3	23	0	4	0
4	25	0	3	0
5	30	0	3	0
6	28	0	3	0
Other	17	3	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	1	0
1	24	0	4	0
2	25	0	4	0
3	24	0	3	0
4	28	0	3	0
5	26	0	2	0
6	26	1	3	0
Other	20	2	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	23		4	
2	23		4	
3	23		4	
4	27		3	
5	28		3	
6	29		2	
Other	16	3	1	

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)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

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	11091.70	2888.58	8203.12	84677.25
District	N/A	N/A	11202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-30.9	-33.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-30.4	-20.2

Fiscal Year 2024-25 Types of Services Funded

The types of services funded by the school's restricted and non-restricted budgets are:

1. After school intervention programs
2. Intervention instructional materials to support teaching during the school day.
3. Classroom library books and materials.
4. Technology to engage students in the learning process and promote a twenty-first century learning environment
5. Supplemental instructional and non instructional materials in various content areas (e.g. math, science, writing, reading, etc.)
6. Outside consultant to support professional development in Writing

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	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	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 staff development days focused on Anti-racist/Anti-bias district policy. The school staff engaged in conversations to develop understanding of an antiracist pedagogy. The staff has engaged in professional learning of teaching writing with a writers' workshop model and reading pedagogy.

The majority of the professional development is delivered through minimum days, monthly staff meetings, individual/grade level, and voluntary after school sessions.

Teachers are supported through grade level collaboration, Instructional Leadership Team planning, teacher-administrative team meetings, and grade level leader facilitated learning sessions.

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	3	3	3