

**Hermosa Drive Elementary**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

**Address:** 400 East Hermosa Dr.  
Fullerton, CA , 92835-1654

**Principal:** Julianne Ettinger, Principal

**Phone:** (714) 447-7720

**Grade Span:** K-6

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/>.

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# About This School

## Julianne Ettinger, Principal

📍 Principal, Hermosa Drive Elementary

### About Our School

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Hermosa Drive Elementary School strives to be the most inclusive, family-friendly community school, where high academic standards and kindness are at the core, and every child's social and emotional needs are met. Through a whole-child, learner-centered approach, we provide a balanced and inclusive learning environment enriched by high academic standards, integrated programs that promote healthy minds and bodies, and a strong community built on partnerships and relationships.

Every day at Hermosa Drive begins with a warm welcome from our principal and staff, creating a caring and inclusive environment where every student feels they belong. On spirit days, our campus bursts with energy and color as students, staff, and even family members proudly show their Hawk pride. At Hermosa Drive, academic excellence, creativity, and community come together to ensure every child feels supported, valued, and inspired to reach their full potential.

Hermosa Drive's dedicated and highly trained staff delivers research-based, technology-enhanced instruction that meets the needs of all learners. Through continuous professional learning, our teachers inspire curiosity, creativity, and confidence so every student can thrive. Student progress is closely monitored through ongoing assessments, and targeted intervention support ensures growth at every grade level.

We are committed to academic excellence and are proud to be recognized as a California Distinguished School. Our students build strong reading and writing skills through engaging instruction that fosters comprehension, fluency, and a genuine love of reading. In mathematics, students develop critical thinking and problem-solving abilities through lessons that incorporate Cognitively Guided Instruction (CGI) strategies. Science, social studies, and the arts come alive through inquiry and project-based learning that connect academic concepts to the real world. Our robust physical education program promotes teamwork, sportsmanship, and lifelong habits of health and wellness, encouraging students to stay active and thrive. Together, these experiences nurture well-rounded learners who are prepared academically, socially, and emotionally for future success.

At Hermosa Drive, we take pride in celebrating the rich diversity of our students and honoring the unique strengths and assets each child contributes to our learning community. To inspire curiosity and engagement in every learner, we offer a wide variety of specialized programs including 1:1 iPads for Grades 1–6, Gifted and Talented Education (GATE), Media Broadcasting, Robotics and Drones, Rubik's Cube Challenges, Theater, Speech and Debate, Garden Experiences, Hockey, and our Kindness Club.

Our success is rooted in strong partnerships with parents and community volunteers whose ongoing support enriches the educational journey of every student. Together, we enhance learning through instructional assistance, hands-on experiences, individualized student support,

and the preparation of classroom materials. With the dedicated involvement of our PTA, we coordinate meaningful events and fundraisers that unite and strengthen our school community.

## **Contact**

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Hermosa Drive Elementary  
400 East Hermosa Dr.  
Fullerton, CA 92835-1654

Phone: [\(714\) 447-7720](tel:7144477720)

Email: [julianne\\_ettinger@myfsd.org](mailto:julianne_ettinger@myfsd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org">www.fullertonsd.org</a>

### School Contact Information (School Year 2025–26)

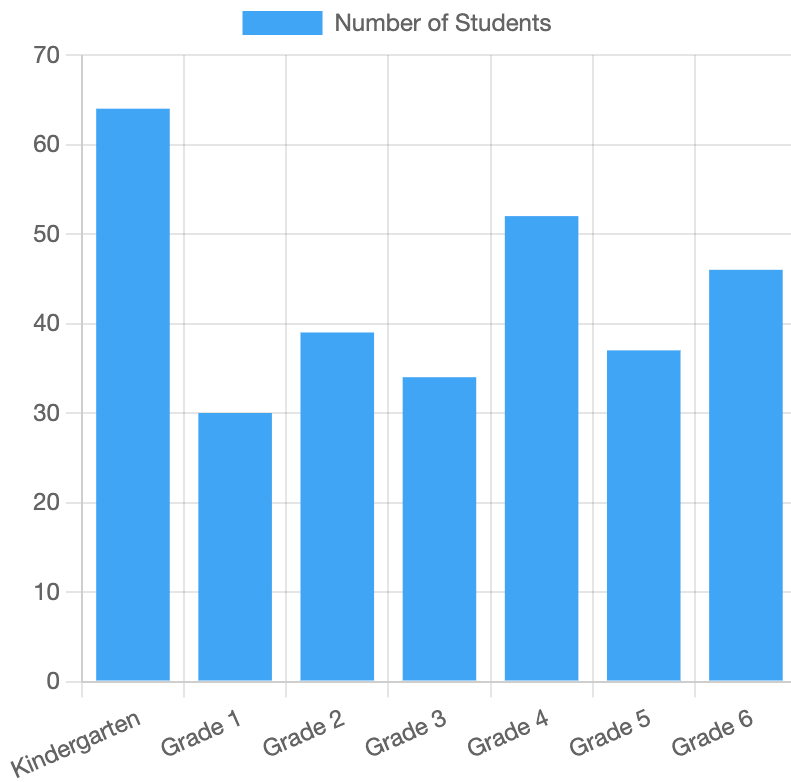
<b>School Name</b>	Hermosa Drive Elementary
<b>Street</b>	400 East Hermosa Dr.
<b>City, State, Zip</b>	Fullerton, CA , 92835-1654
<b>Phone Number</b>	(714) 447-7720
<b>Principal</b>	Julianne Ettinger, Principal
<b>Email Address</b>	<a href="mailto:julianne_ettinger@myfsd.org">julianne_ettinger@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/hermosa/">http://www.fullertonsd.org/hermosa/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30665066028062

## School Description and Mission Statement (School Year 2025–26)

Hermosa Drive Elementary School is located in the northern section of Fullerton, one of 20 school sites in the Fullerton School District. Hermosa Drive Elementary is a school where the entire school and community work cooperatively to encourage academic, social, emotional, and wellness for each student. We believe in educating the whole child (heart, mind, and body). At Hermosa Drive, we aim to be a family-friendly community school where high academic standards and kindness are at our core. Through a whole child learner-centered approach, Hermosa Drive has a balanced and inclusive learning environment with high academic standards, rich integrated programs for healthy minds and bodies, and a community built on partnerships and strong relationships. The School Accountability Report Card is a summary report of a variety of areas in our educational program. If you would like additional information on any of these areas, please feel free to call Hermosa Drive Elementary School at (714) 447-7720.

## Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	64
Grade 1	30
Grade 2	39
Grade 3	34
Grade 4	52
Grade 5	37
Grade 6	46
Total Enrollment	302



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	45.00%
Male	55.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	13.60%
Black or African American	1.30%
Filipino	1.00%
Hispanic or Latino	57.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.00%
White	20.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.20%
Foster Youth	0.70%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	49.70%
Students with Disabilities	20.90%

## 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

## Teacher Preparation and Placement (School Year 2021–22)

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)	15.30	87.99%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.17%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	11.72%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	17.40	100.00%	496.60	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.

## Teacher Preparation and Placement (School Year 2022–23)

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)	13.50	87.10%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	2.00	12.90%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	15.50	100.00%	483.00	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.

## Teacher Preparation and Placement (School Year 2023–24)

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)	14.50	93.55%	478.80	94.47%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.00	0.39%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	7.20	1.43%	12112.80	4.34%
Unknown/Incomplete/NA	1.00	6.45%	18.70	3.70%	13705.80	4.91%
Total Teaching Positions	15.50	100.00%	506.80	100.00%	278927.10	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.

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>	<b>2023–24 Number</b>
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>	<b>2023–24 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

**Class Assignments**

<b>Indicator</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>	<b>2023– 24 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The Fullerton School District wants every student to have the books and learning materials they need to be successful. Each year, our Governing Board reviews the availability of textbooks and instructional materials to make sure all students have access to high-quality, standards-aligned resources.

On September 16, 2025, the Board held a public meeting to check that every student, including English learners, has their own textbook or digital learning materials for use in class and at home. The Board also ensured that materials align with California’s academic standards.

After reviewing all information, the Board approved a resolution confirming that the Fullerton School District has provided sufficient, standards-aligned instructional materials for all students for the 2025–2026 school year. Our goal is to make sure every student has the tools they need to learn, grow, and succeed.

Year and month in which the data were collected: September 2025

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-5th Grade - McGraw Hill Education: Wonders / Yes / 2017 6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2016	0
Mathematics	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-8th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-6th Grade - Discovery: Discovery Education / Yes / 2020 7th-8th Grade - Amplify: Amplify Science / Yes / 2020	0
History-Social Science	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-6th Grades - Studies Weekly / Yes / 2025 7th-8th Grade - McGraw-Hill: Impact / Yes / 2019	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language	7th-8th Grade - McGraw-Hill: Asi se Dice! / Yes / 2019?	0
Health	7th Grade - Holt: McDougal Decisions for Health / Yes / 2005	0
Visual and Performing Arts	<p>"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</p> <p>Instrumental music (grades 5-6)</p> <p>Band and string instruments and musical scores (grades 7-8)</p>	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed 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. Hermosa Drive Elementary School has 18 classrooms, a library media center, and a multi-purpose room. The main campus was built in 1953. The multi-purpose room was added in 1965. Portable classrooms were added in 1965, 1990 and 2004. The media center building was added in 1997. 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 process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2024-25, the District spent \$0 on Deferred Maintenance. For the 2025-26 school year, the District budgeted \$0 for Deferred Maintenance expenditures.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Exemplary
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	54%	59%	57%	60%	47%	48%
Mathematics (grades 3-8 and 11)	51%	53%	50%	51%	35%	37%

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	168	165	98.21%	1.79%	59.39%
Female	77	75	97.40%	2.60%	64.00%
Male	91	90	98.90%	1.10%	55.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15%	3.85%	84.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	87	97.75%	2.25%	45.98%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	11	100.00%	0.00%	54.55%
White	37	37	100.00%	0.00%	75.68%
English Learners	21	20	95.24%	4.76%	5.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	60	59	98.33%	1.67%	40.68%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	39	95.12%	4.88%	33.33%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	168	166	98.81%	1.19%	53.01%
Female	77	76	98.70%	1.30%	50.00%
Male	91	90	98.90%	1.10%	55.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15%	3.85%	80.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88%	1.12%	35.23%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	11	100.00%	0.00%	72.73%
White	37	37	100.00%	0.00%	72.97%
English Learners	21	21	100.00%	0.00%	14.29%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	60	60	100.00%	0.00%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	39	95.12%	4.88%	30.77%

Note: 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.

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.

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 Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

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)	38.30%	63.16%	41.22%	40.89%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	39	38	97.44%	2.56%	63.16%
Female	17	17	100.00%	0.00%	64.71%
Male	22	21	95.45%	4.55%	61.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	26	25	96.15%	3.85%	60.00%
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%	42.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

**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

**California Physical Fitness Test Results (School Year 2024–25)**

**Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

#### Opportunities for Parental Involvement (School Year 2025–26)

We encourage parent participation in classrooms as well as volunteer involvement in all school-related activities. Parents wishing to be involved may participate in programs such as PTA, School Site Council, English Learner Advisory Council, and various school events throughout the year. Hermosa Drive values the partnership between home and school and provides ongoing opportunities for families to engage in their child's learning through workshops, family nights, and community events.

Our families play a vital role in creating a positive school culture, supporting activities such as the Hawktoberfest, the Jog-A-Thon, Book Fairs, and the Holidays Around the World celebration. Parent volunteers assist with classroom projects, reading groups, and campus events that enrich the student experience. In addition, Hermosa Drive communicates regularly through teacher newsletters, Blackboard messages, and social media to keep families informed and connected.

Together, we build a strong sense of community where students thrive academically, socially, and emotionally. For a complete list of volunteer and engagement opportunities, please contact the school's office manager, Diana Gutierrez, at (714) 447-7720.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

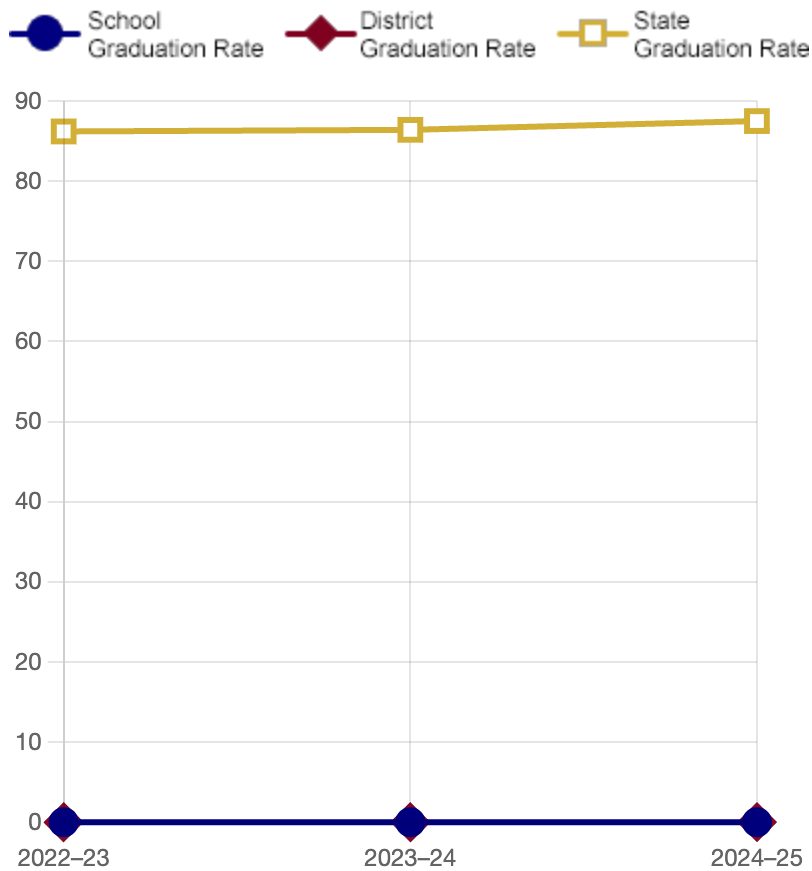
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

## Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

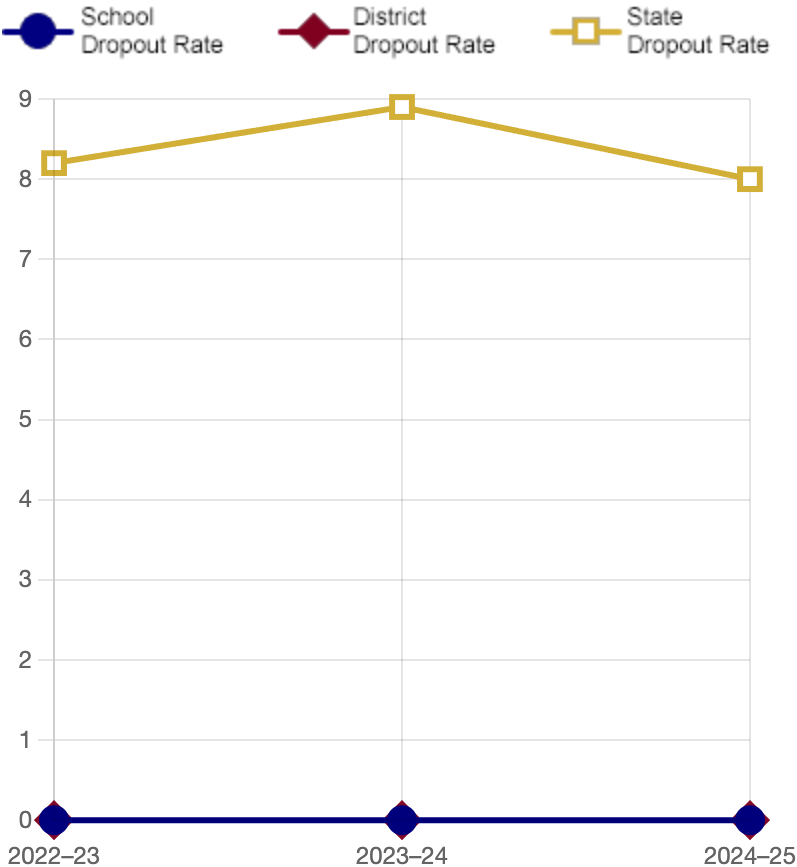
Indicator	School	School	School	District	District	District	State	State	State
	2022–	2023–	2024–	2022–	2023–	2024–	2022–	2023–	2024–
	23	24	25	23	24	25	23	24	25
Graduation Rate							86.2%	86.4%	87.5%
Dropout Rate							8.2%	8.9%	8.0%

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

### Graduation Rates



Dropout Rates



**Chronic Absenteeism by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	321	315	30	9.5%
Female	149	145	13	9.0%
Male	172	170	17	10.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	43	4	9.3%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	182	22	12.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	19	0	0.0%
White	64	63	3	4.8%
English Learners	47	47	3	6.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	168	165	20	12.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	73	13	17.8%

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.

## 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

Rate	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
Suspensions	0.94%	0.00%	0.93%	1.10%	1.33%	1.34%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.00%	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.

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.93%	0.00%
Female	0.00%	0.00%
Male	1.74%	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	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.08%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.00%	0.00%
White	0.00%	0.00%
English Learners	2.13%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.79%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.37%	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.

## School Safety Plan (School Year 2025–26)

A comprehensive school safety plan was developed and approved prior to March 1, 2025 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Updated and reviewed with staff on January 5, 2026

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00	0	2	0
1	52.00	0	0	1
2	60.00	0	0	1
3	25.00	0	1	0
4	33.00	0	0	0
5	31.00	0	1	0
6	62.00	0	0	1
Other**	29.00	0	3	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	30.00		1	
1	20.00	1	1	
2	62.00			1
3	64.00			1
4	22.00		1	
5	29.00		1	
6	29.00		1	
Other**	33.00		1	1

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	17.00	1	1	
1	30.00		1	
2	29.00		1	
3				
4	34.00			1
5	22.00		1	
6	29.00		1	
Other**	31.00		3	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

Title	Ratio
Pupils to Academic Counselor*	0

\* 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.

**Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other**	2.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8779.00	\$612.00	\$8167.00	\$106442.00
District	N/A	N/A	\$6613.00	\$105590.00
Percent Difference – School Site and District	N/A	N/A	23.50%	0.80%
State	N/A	N/A	\$11146.18	\$101700.00
Percent Difference – School Site and State	N/A	N/A	-26.70%	4.70%

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

**Types of Services Funded (Fiscal Year 2024–25)**

<p>Primary Focus</p> <ul style="list-style-type: none"> <li>• TK-8 Intervention Programs</li> <li>• TK-8 English Language Development</li> <li>• TK-8 Writing Strategies</li> <li>• TK-8 Language Arts Strategies</li> <li>• TK-8 Mathematics Strategies</li> <li>• TK-8 Technology/AI Integration</li> <li>• TK-8 Science/HSS Programs</li> <li>• TK-8 Social Emotional Learning</li> <li>• TK-8 Dual Language Program</li> <li>• TK-8 PBIS</li> </ul> <p>Delivery of Professional Development</p> <ul style="list-style-type: none"> <li>• Staff Development Day</li> <li>• Workshops</li> <li>• Conferences</li> <li>• After-school Workshops</li> <li>• In-class Coaching</li> <li>• Virtual Workshops/Trainings</li> </ul>
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- Professional Learning Communities
- Webinars

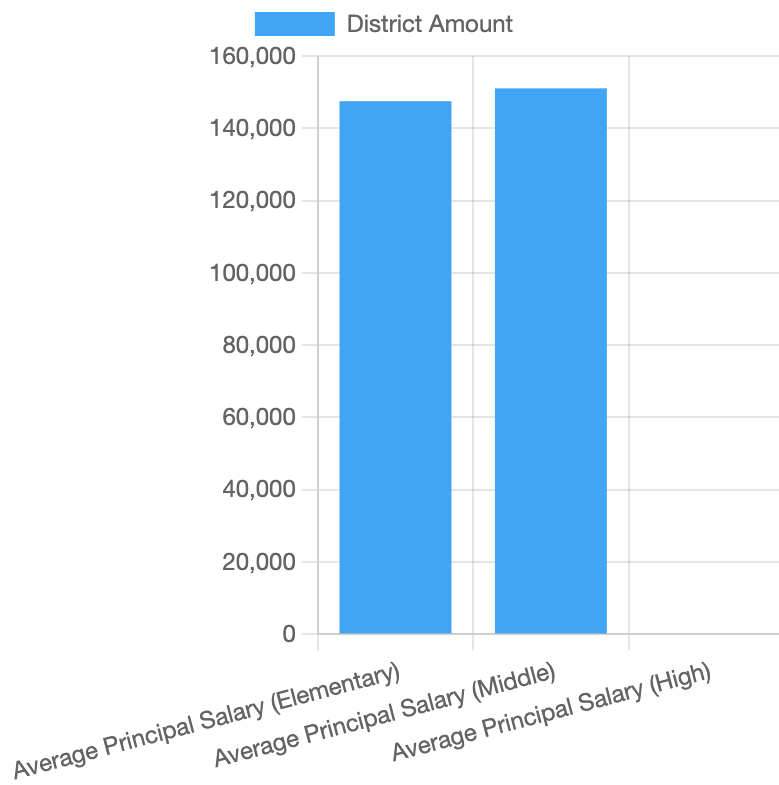
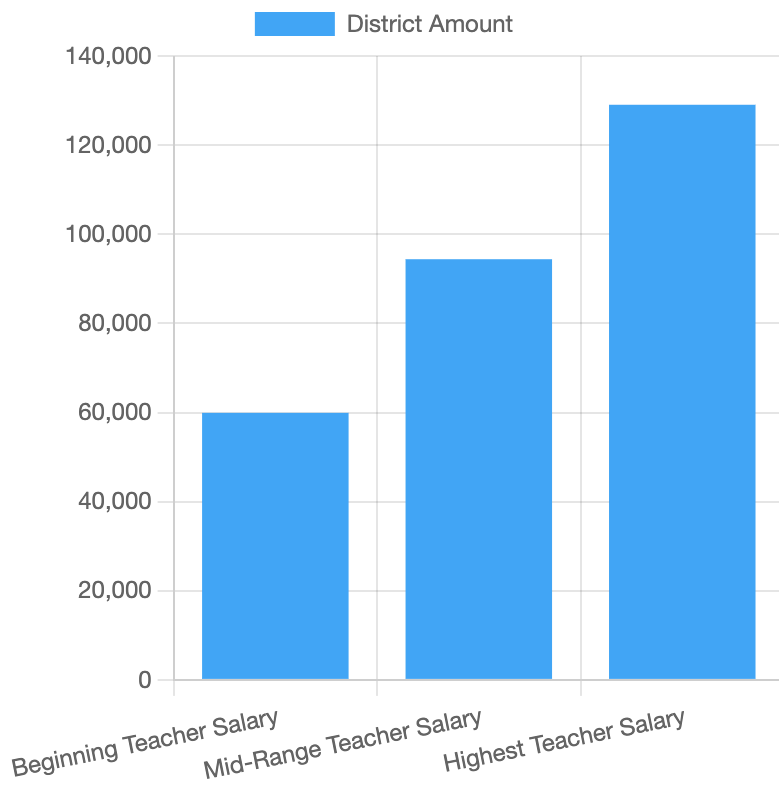
#### Other Related Professional Development Activities

- Data-Driven instruction
- Technology/AI Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Instructional Strategies
- Cultivating Belonging
- GATE Strategies

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$59927.00	\$61596.88
Mid-Range Teacher Salary	\$94397.00	\$98902.37
Highest Teacher Salary	\$129055.00	\$126339.83
Average Principal Salary (Elementary)	\$147497.00	\$158382.71
Average Principal Salary (Middle)	\$151044.00	\$165207.00
Average Principal Salary (High)	\$0.00	\$162237.00
Superintendent Salary	\$308900.00	\$288331.69
Percent of Budget for Teacher Salaries	30.70%	31.29%
Percent of Budget for Administrative Salaries	6.84%	5.38%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



**Professional Development**

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10