

Hermosa Drive Elementary

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

Principal: Caroline Llewellyn, 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/>.

About This School

Caroline Llewellyn, Principal

📍 Principal, Hermosa Drive Elementary

About Our School



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.

We are committed to academic excellence and are proud to be recognized as a California Distinguished School. Our signature practice, Cognitively Guided Instruction (CGI) Math, empowers students to develop a deep conceptual understanding of mathematics. Supported by cutting-edge teacher training, our students excel in prestigious national and international competitions, including Math Olympiad and Math Kangaroo.

At Hermosa Drive, we celebrate the diversity of our student population and honor the unique strengths and assets each child brings to our campus. To inspire and engage every learner, we offer a wide range 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, Speech and Debate, Garden Club, Yoga, Hockey, After School Sports, Kindness Club, and Service Learning Projects. These programs have earned us prestigious honors, such as the California Gold Ribbon Award and America's Healthiest Schools Award.

Our success is made possible through strong partnerships with parents and community volunteers, whose ongoing support enriches the educational experience for all students. Together, we enhance learning through instructional assistance, addressing specific student needs, preparing materials, and coordinating special events and fundraisers.

Hermosa Drive's highly trained staff delivers standards-aligned, research-based, and technology-rich instruction that meets the needs of all learners. Progress is closely monitored through a comprehensive assessment system, with targeted interventions ensuring growth at every grade level. Technology is integrated throughout TK-6 classrooms to strengthen and extend learning experiences.

Every day begins with a warm welcome from our principal and staff, fostering a sense of belonging and community. On spirit days, our campus transforms into a vibrant "sea of school spirit," as students and staff

proudly display their Hermosa pride as Hermosa Hawks. At Hermosa Drive, academic excellence, innovative programs, and a strong sense of community come together to create an exceptional learning environment where every student can thrive and shine.

Contact

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

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

Email: caroline_llewellyn@myfsd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org

School Contact Information (School Year 2024–25)

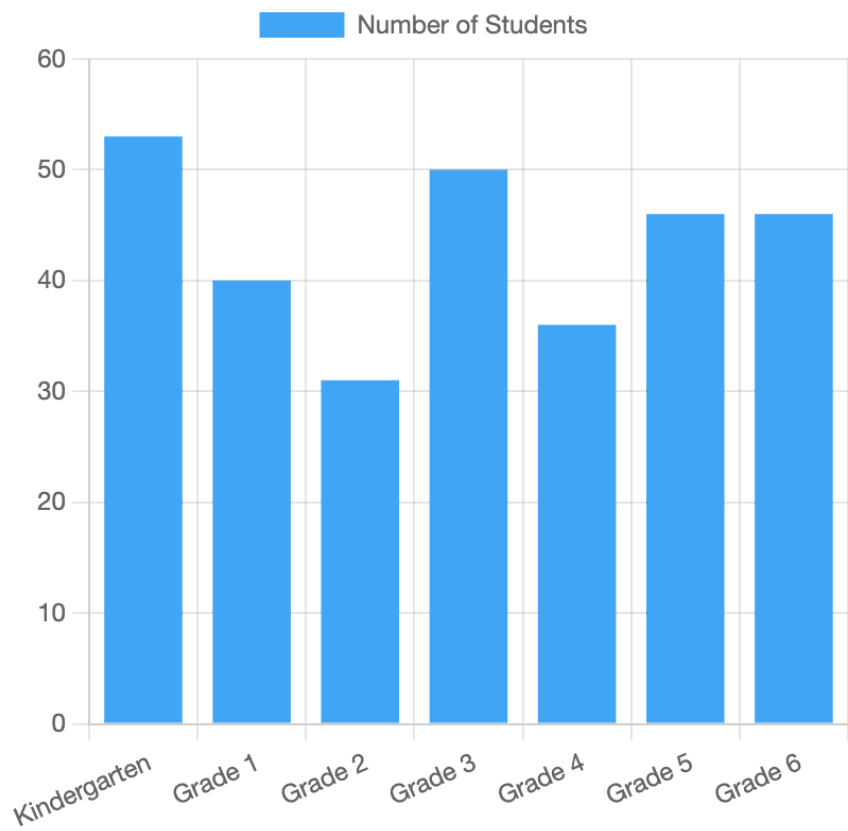
School Name	Hermosa Drive Elementary
Street	400 East Hermosa Dr.
City, State, Zip	Fullerton, CA , 92835-1654
Phone Number	(714) 447-7720
Principal	Caroline Llewellyn, Principal
Email Address	caroline_llewellyn@myfsd.org
Website	www.fullertonsd.org/hermosa/
Grade Span	K-6
County-District-School (CDS) Code	30665066028062

School Description and Mission Statement (School Year 2024–25)

Hermosa Drive Elementary School is located in the northern section of Fullerton, one of 21 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 2023–24)

Grade Level	Number of Students
Kindergarten	53
Grade 1	40
Grade 2	31
Grade 3	50
Grade 4	36
Grade 5	46
Grade 6	46
Total Enrollment	302



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	42.70%
Male	57.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	13.20%
Black or African American	2.00%
Filipino	1.00%
Hispanic or Latino	55.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.60%
White	21.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.60%
Foster Youth	1.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	46.40%
Students with Disabilities	21.90%

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 2020–21)

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)	14.00	73.68%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	5.00	26.32%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	19.00	100.00%	503.60	100.00%	274759.10	100.00%

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

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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

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	K-5th Grade - McGraw Hill Education: Wonders / Yes / 2018 6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2018	0
Mathematics	K-6th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	K-6th Grade - Discovery: Science Techbook / Yes / 2020	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science / Yes / 2006	0
Foreign Language		0
Health	Dairy Council of California (grade-appropriate materials) Too Good for Drugs (Gr. 4-6) Teen Talk	0
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (TK-6) / N/A Quaver: Online Music Curriculum for General Music Program (3rd-6th) / N/A / 2024	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 2023-24, the District spent \$0 on Deferred Maintenance. For the 2024-25 school year, the District budgeted \$5 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: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	57%	54%	57%	57%	46%	47%
Mathematics (grades 3-8 and 11)	52%	51%	49%	50%	34%	35%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	181	97.31%	2.69%	53.59%
Female	79	78	98.73%	1.27%	56.41%
Male	107	103	96.26%	3.74%	51.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00%	0.00%	85.19%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	100	96.15%	3.85%	38.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	11	100.00%	0.00%	81.82%
White	37	37	100.00%	0.00%	64.86%
English Learners	30	29	96.67%	3.33%	10.34%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	90	86	95.56%	4.44%	33.72%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	43	95.56%	4.44%	37.21%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	182	97.85%	2.15%	51.10%
Female	79	79	100.00%	0.00%	50.63%
Male	107	103	96.26%	3.74%	51.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00%	0.00%	81.48%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	101	97.12%	2.88%	35.64%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	11	100.00%	0.00%	100.00%
White	37	37	100.00%	0.00%	62.16%
English Learners	30	30	100.00%	0.00%	10.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	90	87	96.67%	3.33%	28.74%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	43	95.56%	4.44%	37.21%

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	37.78%	38.30%	39.45%	41.22%	30.29%	30.73%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92%	2.08%	38.30%
Female	25	25	100.00%	0.00%	36.00%
Male	23	22	95.65%	4.35%	40.91%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83%	4.17%	8.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	15	100.00%	0.00%	60.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	23	22	95.65%	4.35%	9.09%
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 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%

Note: The admistration 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 2024–25)

We encourage parent participation in classrooms as well as volunteers in all school-related activities. Parents wishing to be involved may participate in activities like PTA, School Site Council, English Learner Advisory Council, and school site activities and family events. In addition, Hermosa Drive is the recipient of a Cotsen Grant for Parent Engagement. We attend professional development meetings together to improve our school-wide practices and deepen our level of parent engagement. For a complete list of 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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	314	314	32	10.2%
Female	134	134	14	10.4%
Male	180	180	18	10.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	2	4.9%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	175	20	11.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	3	14.3%
White	65	65	3	4.6%
English Learners	53	53	6	11.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	157	157	26	16.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	80	7	8.8%

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.92%	0.94%	0.00%	1.35%	1.10%	1.33%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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

School Safety Plan (School Year 2024–25)

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 7, 2025

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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	1	1	
1	29.00	1		1
2	29.00		1	
3	32.00		1	
4	16.00	1	1	
5	37.00		1	1
6	6.00	7	2	
Other**	22.00	1	2	

* 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 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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	6040

* 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 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.05
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.50
Social Worker	0.05
Nurse	0.25
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other**	3.07

* 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 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8391.00	\$596.00	\$7795.00	\$99091.93
District	N/A	N/A	\$6634.04	\$101846.00
Percent Difference – School Site and District	N/A	N/A	17.50%	-2.60%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-27.60%	4.30%

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

Types of Services Funded (Fiscal Year 2023–24)

Primary Focus

- TK-8 Intervention Programs
- TK-8 English Language Development
- TK-8 Writing Strategies
- TK-8 Language Arts Strategies
- TK-8 Mathematics Strategies
- TK-8 Technology Integration
- TK-8 Social Emotional Learning

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

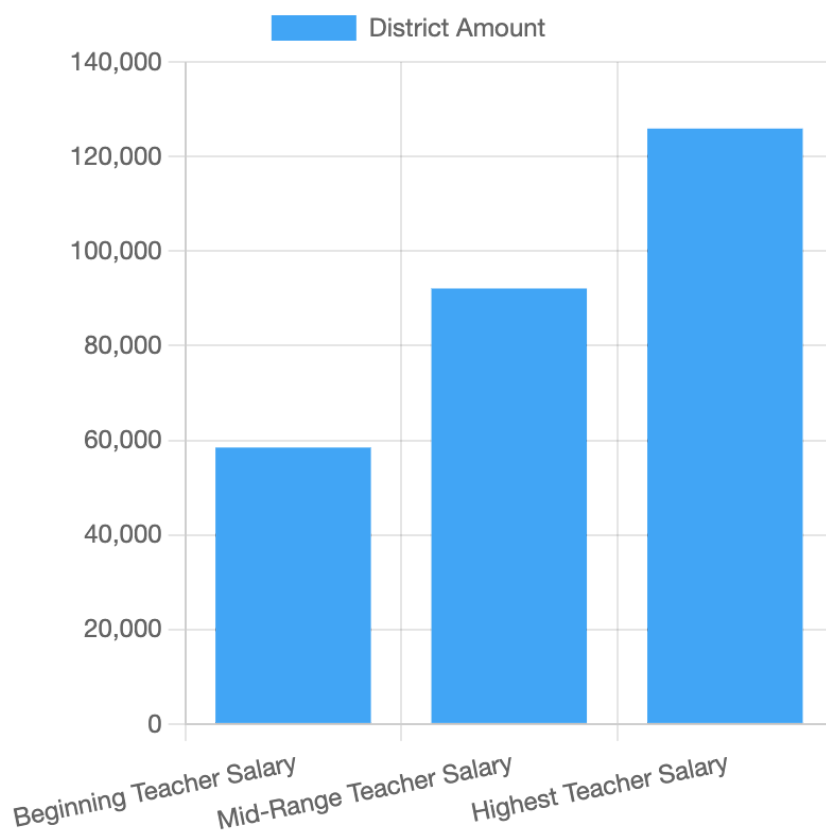
Other Related Professional Development Activities

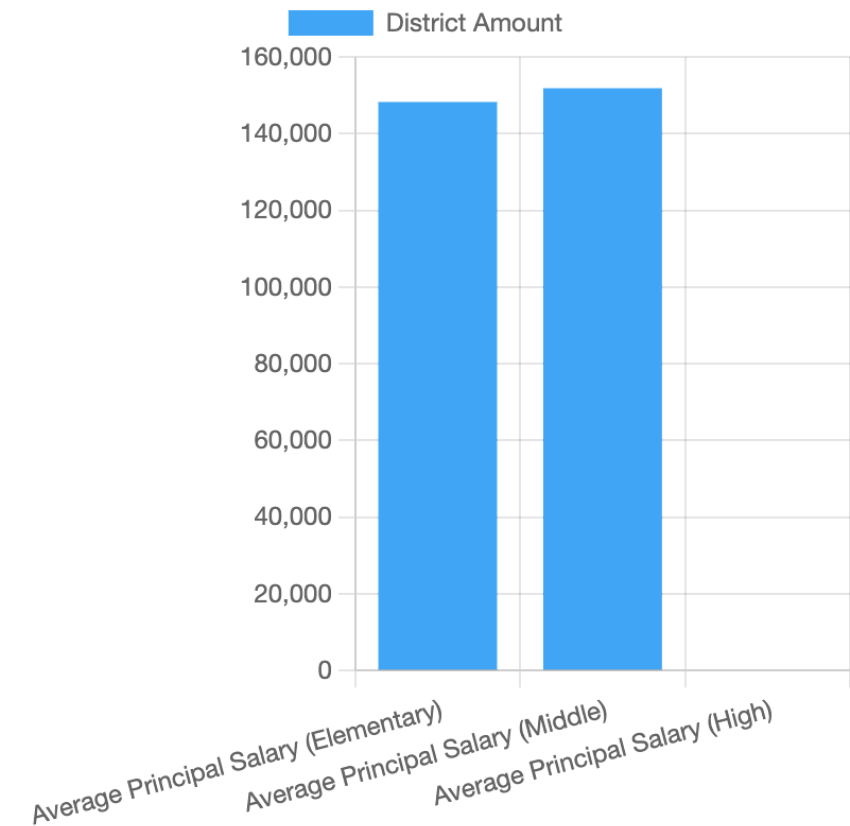
- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58465.00	\$58552.87
Mid-Range Teacher Salary	\$92095.00	\$93923.91
Highest Teacher Salary	\$125907.00	\$119489.34
Average Principal Salary (Elementary)	\$148249.00	\$149898.11
Average Principal Salary (Middle)	\$151836.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$301366.00	\$270431.60
Percent of Budget for Teacher Salaries	0.31%	31.93%
Percent of Budget for Administrative Salaries	0.07%	5.62%

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	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10