

School Accountability Report Card Reported Using Data from the 2023–24 School Year

California Department of Education

For Irene M. Hunt School

Address: 300 Sunny Hills Drive, San Anselmo, CA 94960

Principal: Jolene Yee

Phone: 415-457-3200

Grade Span: K-12

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

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

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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/>.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2024–25)

Entity	Contact Information
District Name	NPS
Phone Number	(415) 457-3135
Superintendent	N/A
Email Address	huntschool@sidebysideyouth.org
Website	www.sidebysideyouth.org

Table 2: School Contact Information (School Year 2024–25)

Entity	Contact Information
School Name	Irene M. Hunt School
Street	300 Sunny Hills Drive
City, State, Zip	San Anselmo, CA 94960
Phone Number	415.457.3135
Principal	Jolene Yee
Email Address	jyee@sidebysideyouth.org
Website	www.sidebysideyouth.org
Grade Span	K - 12
County-District-School (CDS) Code	21-75002-6910046

Table 3: School Description and Mission Statement (School Year 2024–25)

The Irene M. Hunt School (Hunt School) is a nonpublic day school located in Marin County. The Hunt School is the special education program of the nonprofit agency Side by Side, formerly Sunny Hills Services. The Hunt School provides kindergarten through twelfth grade students with an individualized education tailored towards their specific needs. With our committed support, students address emotional and behavioral challenges and build on their core strengths and innate desire to learn and grow.

The Hunt School provides a therapeutic learning environment where students develop the competence to regulate their behavior, maintain focus and resilience, and form healthy, trusting relationships - all foundational elements for lifelong learning. We supplement our comprehensive common core state adopted curriculum with a wide range of enrichment for students, including exposure to art, music and theater. In addition to the school-wide positive behavior program and customized student support plans, students receive personalized mental health treatment and other specialized services according to their individualized education plans.

The Hunt School is accredited by the National Commission on Accreditations of Special Education Services (NCASES), a subsidiary of the National Association of Private Special Education Centers, (NAPSEC). NCASES' mission is to ensure that special education programs and services maintain excellence through demonstrable adherence to a set of established national standards.

Side by Side (SbS) has earned The Joint Commission's Gold Seal of Approval. The Joint Commission accreditation for Behavioral Health Care means SbS meets the highest national standards for safety and quality of care and is committed to continually delivering and improving that care.

Side by Side

Mission

Our mission is to walk with young people impacted by adversity towards a future with connection and meaning.

Vision

Our vision is that all youth in our communities are resilient and have the resources, support, and skills to thrive and nurture the next generations.

Table 4: Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	6
Grade 3	5
Grade 4	6
Grade 5	7
Grade 6	12
Grade 7	13
Grade 8	5
Grade 9	8
Grade 10	6
Grade 11	8
Grade 12	12
Total Enrollment	93

Table 5: Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	20 %
Male	73
Non-Binary	7
American Indian or Alaska Native	.8
Asian	.4
Black or African American	28
Filipino	.2
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	.3
Two or More Races	13
White	36
English Learners	10
Foster Youth	.7
Homeless	.3
Migrant	0
Socioeconomically Disadvantaged	64
Students with Disabilities	100

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.

Table 6: Teacher Preparation and Placement (School Year 2021-22)*Entire table - data provided by the CDE (DPC)*

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)	3	50	DPC	DPC	DPC	DPC
Intern Credential Holders Properly Assigned	3	50	DPC	DPC	DPC	DPC
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	DPC	DPC	DPC	DPC
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	DPC	DPC	DPC	DPC
Unknown/Incomplete/NA	0	0	DPC	DPC	DPC	DPC
Total Teaching Positions	6	100	DPC	DPC	DPC	DPC

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.

Table 7: Teacher Preparation and Placement (School Year 2022-23)*Entire table - data provided by the CDE (DPC)*

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)	3	50	DPC	DPC	DPC	DPC
Intern Credential Holders Properly Assigned	3	50	DPC	DPC	DPC	DPC
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	DPC	DPC	DPC	DPC
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	DPC	DPC	DPC	DPC
Unknown/Incomplete/NA	0	0	DPC	DPC	DPC	DPC
Total Teaching Positions	6	100	DPC	DPC	DPC	DPC

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.

Table 8: Teacher Preparation and Placement (School Year 2023-24)

Entire table - data provided by the CDE (DPC)

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)	3	50	DPC	DPC	DPC	DPC
Intern Credential Holders Properly Assigned	3	50	DPC	DPC	DPC	DPC
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	DPC	DPC	DPC	DPC
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	DPC	DPC	DPC	DPC
Unknown/Incomplete/NA	0	0	DPC	DPC	DPC	DPC
Total Teaching Positions	6	100	DPC	DPC	DPC	DPC

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.

**Table 9: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Entire table - data provided by the CDE (DPC)

Authorization/Assignment	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

**Table 10: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Entire table - data provided by the CDE (DPC)

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

Table 11: Class Assignments*Entire table - data provided by the CDE (DPC)*

Indicator	2021-22 Number	2022-23 Number	2023-24 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)*Year and month in which the data were collected: Jan 2025*

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	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i>	0
Mathematics	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i>	0
Science	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i> Text: Inspire Physical Science Inspire Earth Science Inspire Life Science McGraw Hill 6-8 <i>Adopted 2024-25</i>	0
History-Social Science	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i> Text: World History Mc Graw Hill 6-8 <i>Adopted 2024-25</i>	0
Foreign Language	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i>	0
Health	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i>	0
Visual and Performing Arts	Online Platform: Imagine Learning K-5 & Edgenuity 6-12 <i>Adopted 2024-25</i>	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

Table 13: School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

In June 2023 a completed Facility Inspection Tool (FIT) indicated an overall rating as determined on an average percentage of 8 rating categories set by the State of California. The school rating falls within the Exemplary rank set at 99% to 100%.

Overall, the school is in exemplary repair for students to safely be on school grounds before, during and after school. There is sufficient classroom, playground and staff spaces to support teaching, learning and the clinical, behavioral work. This includes six large classroom spaces, separate areas for staff, supervised student offices, therapy rooms, two play structures with a youth climbing wall, outdoor basketball court and two large play fields – one with a marked baseball diamond – and an indoor gymnasium for a school census of approximately 72 students. Students also have access to an enclosed garden area with raised beds, small shade trees and benches.

During the Spring and Summer of 2023, our newest renovation project was completed to renovate two buildings which expanded classroom space to the current six (6), created a STEM Lab, and Sensory and Art Therapy spaces. Campus improvements also included additional ADA restrooms, accessible parking space, and additional paved walkways.

During the 2020-2021 school year, the swimming pool underwent renovation. The swimming pool has a tall, locked fence around it and a retractable pool cover. A new pool cover was installed in 2023. The general condition of the school is excellent with access to open space on three sides of the property.

The school and agency make great effort to ensure Hunt School provides a clean, safe, and functional learning environment. Additional information on the condition of the school's facilities around safety, cleanliness, and adequacy of school facility including the condition and cleanliness of the school grounds, building and restrooms is covered on the FIT inspection sheet.

Note: In September 2012, renovation of two school buildings was undertaken. This school facilities improvement project included a new classroom, installation of a new water permeable fire road. Extensive ADA and earthquake upgrades to school buildings and selected walkways.

Note: Our school staff includes a maintenance crew and a grounds person who respond to repairs and maintenance in real time.

Table 14: School Facility Good Repair Status

Using the **most recently collected** 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 facilities report: DPL

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

Overall Facility Rate

Table 15: Overall Rating

Exemplary	Good	Fair	Poor
DPL	DPL	DPL	DPL

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.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Data provided by the CDE (DPC)

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)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

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.

Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment

Data provided by the CDE (DPC)

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	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	DPC	DPC
Military	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC

Note: 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.

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.

**Table 18: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment**

Data provided by the CDE (DPC)

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	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	DPC	DPC
Military	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC

Note: 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.

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.

Table 19: CAASPP Test Results in Science for All Students*Data provided by the CDE (DPC)***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)	DPC	DPC	DPC	DPC	DPC	DPC

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.

Table 20: CAASPP Test Results in Science by Student Group*Data provided by the CDE (DPC)***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	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	DPC	DPC
Military	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC

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.

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)

Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Narrative Provided by DPC

Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)

Data provided by the CDE (DPC)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	DPC
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	DPC
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	DPC

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Data provided by the CDE (DPC)

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

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

Table 24: California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Entire table - data provided by the LEA (DPL)

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	DPL	DPL	DPL	DPL	DPL
7	DPL	DPL	DPL	DPL	DPL
9	DPL	DPL	DPL	DPL	DPL

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.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)

Narrative Provided by DPL

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

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)*Entire table - data provided by the CDE (DPC)*

Indicator	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
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2023–24)***Data provided by the CDE (DPC)*

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	DPC	DPC	DPC
Female	DPC	DPC	DPC
Male	DPC	DPC	DPC
Non-Binary	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
White	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC
Homeless	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)*Entire table - data provided by the CDE (DPC)*

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Non-Binary	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC

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

Table 29: Suspensions and Expulsions*Entire table - data provided by the CDE (DPC)*

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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2023–24)***Entire table - data provided by the CDE (DPC)*

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

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.

Table 31: School Safety Plan (School Year 2024–25)

Narrative Provided by the LEA

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.

Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	NA	NA
1	DPC	DPC	NA	NA
2	DPC	DPC	NA	NA
3	DPC	DPC	NA	NA
4	DPC	DPC	NA	NA
5	DPC	DPC	NA	NA
6	DPC	DPC	NA	NA
Other**	DPC	DPC	NA	NA

*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.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	NA	NA
1	DPC	DPC	NA	NA
2	DPC	DPC	NA	NA
3	DPC	DPC	NA	NA
4	DPC	DPC	NA	NA
5	DPC	DPC	NA	NA
6	DPC	DPC	NA	NA
Other**	DPC	DPC	NA	NA

*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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Entire table - data provided by the CDE (DPC)

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

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)

Entire table - data provided by the CDE (DPC)

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

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)

Entire table - data provided by the CDE (DPC)

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

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Title	Ratio
Pupils to Academic Counselor*	DPC

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

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

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)*Partial table - data provided by the CDE (DPC), as follows:*

- District Average Teacher Salary data,
- State Average Teacher Salary data, and
- State Expenditures Per Pupil (Unrestricted) data.

Partial table - data provided by the LEA (DPL), as follows:

- The remaining data is to be provided by the LEA.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	DPL	DPL	DPL	DPL
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	DPC	DPC	DPC	DPC
Percent Difference – School Site and State	DPC	DPC	DPC	DPC

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

Table 41: Types of Services Funded (Fiscal Year 2023–24)

Narrative provided by the district

Table 42: Teacher and Administrative Salaries (Fiscal Year 2022–23)*Entire table - data provided by the CDE (DPC)*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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

Table 43: Advanced Placement (AP) Courses (School Year 2023–24)*Entire table - data provided by the CDE (DPC)***Percent of Students in AP Courses:**

Subject	Number of AP Courses Offered*
Computer Science	DPC
English	DPC
Fine and Performing Arts	DPC
Foreign Language	DPC
Mathematics	DPC
Science	DPC
Social Science	DPC
Total AP Courses Offered*	DPC

*Where there are student course enrollments of at least one student.

Table 44: Professional Development*Entire table - data provided by the LEA (DPL)*

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