Alta Loma School District
Hermosa Elementary School

Grades TK through 6
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2022-23 School Accountability Report Card
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Contents

Principal's Message

Hermosa Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, curriculum materials, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts. Hermosa Elementary School is proud to have received the 2014 California Distinguished School Award!

Mission

It is the mission of Hermosa Elementary School to create a caring educational environment where students will achieve excellence by developing academically, socially, and physically to their fullest potential.

School Description

Hermosa Elementary School is located in the northeastern region of Alta Loma and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2022-23 school year, 525 students were enrolled, including 9% in special education, 7.2% qualifying for English Language Learner support, and 33.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	45.00%	Transitional Kindergarten	23
Male	55.00%	Kindergarten	62
Non-Binary	0.00%	Grade 1	70
Amer. Indian or Alaska Native	0.00%	Grade 2	68
Asian	16.00%	Grade 3	80
Black or African-Amer.	4.20%	Grade 4	74
Filipino	1.10%	Grade 5	75
Hisp. or Latino	42.10%	Grade 6	73
Native Hawaiian or Pacific Islander	0.20%	Ungraded	0
Two or More Races	8.00%		
White	28.40%		
English Learners	7.20%		
Foster Youth	0.00%		
Homeless	1.10%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	33.30%		
Students with Disabilities	9.00%		
		Total Enrollment	525

Student Achievement

Physical Fitness

In the spring of each year, Hermosa Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
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	99%	99%	100%	99%	100%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	66.0	64.0	67.0	67.0	47.0	46.0
Mathematics (grades 3-8 and 11)	46.0	54.0	50.0	52.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	308	302	98.05	1.95	63.58
Female	135	132	97.78	2.22	61.36
Male	173	170	98.27	1.73	65.29
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	68.75
Black or African-Amer.	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hisp. or Latino	130	129	99.23	0.77	56.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	68.18
White	91	87	95.60	4.40	68.97
English Learners	19	18	94.74	5.26	27.78
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	109	107	98.17	1.83	48.60
Students with Disabilities	31	29	93.55	6.45	34.48

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	308	303	98.38	1.62	54.13
Female	135	133	98.52	1.48	52.63
Male	173	170	98.27	1.73	55.29
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	77.08
Black or African-Amer.	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hisp. or Latino	130	129	99.23	0.77	43.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	50.00
White	91	88	96.70	3.30	59.09
English Learners	19	19	100.00	0.00	36.84
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	38.89
Students with Disabilities	31	29	93.55	6.45	24.14

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	45.5	61.8	39.5	46.8	29.5	30.3

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	76	76	100.00	0.00	61.84
Female	28	28	100.00	0.00	67.86
Male	48	48	100.00	0.00	58.33
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	60.00
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	27	27	100.00	0.00	62.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	53.57
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, the school website, classroom newsletters, teacher websites, Instagram, monthly newsletters, teacher emails, and school emails. Contact the school office at (909) 484-5040 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Classroom Helper
GATE Activities
Parent Reader Program
Student Senate
Yearbook

Committees
English Learner Advisory Council
GATE Advisory Committee
Parent Teacher Association
School Site Council
Watch D.O.G.S

School Activities
Back to School Night
Family Movie Night
Halloween Parade
Monthly Family Dine Out Night
Monthly Spirit Assemblies
Open House
Parent University
School Carnival
Science Fair
Talent Show

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hermosa Elementary School's original facilities were built in 1980; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2022-23 Campus Improvements:
• Major modernization on entire school

2023-24 Planned Campus Improvements:
• Install bottle filler stations - office
• Remodel staff lounge
• Storm drain repairs

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Hermosa Elementary School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1980
Acreage	9.99
Square Footage	42,260
	Quantity
Permanent Classrooms	22
Portable Classrooms	7
Restrooms (sets)	2
Multipurpose Room(s)	1
Library	1
Playground(s)	2
Staff Room(s)	3

Facilities Inspection

The district's maintenance department inspects Hermosa Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Hermosa Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, July 15, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Saturday, July 15, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Staff Lounge - Check tack panel
	Room 8 - Check clock
(E)	Room 7 - Sink makes noises when on
	Custodian Room by 10 - Check water pressure and degrees
(H)	Principal's Office, Asst. Principal's Office - Door not closing properly
	Room 1 - Check doors

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors, and teachers are strategically assigned to designated entrance areas and the lunch area. Administrators and proctors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, proctors, and teachers monitor student behavior to ensure a safe and orderly departure.

Hermosa Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Hermosa Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2023.

Classroom Environment

Discipline & Climate for Learning

Hermosa Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.2	0.3	0.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	0.1	1.6	1.7
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0	0.0
Female	0.0	0.0
Male	0.0	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.0	0.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2020-21			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	11.0	10		
1	25.0		3	
2	24.0		3	
3	27.0		3	
4	25.0			1
5	33.0		1	
6	23.0		3	
	2021-22			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	12.0	8		
1	17.0	2	2	
2	24.0	1	3	
3	21.0	1	3	
4	17.0	1	3	
5	21.0	2	2	
6	19.0	2	2	
	2022-23			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	12.0	7		
1	18.0	2	2	
2	23.0	1	2	
3	16.0	2	3	
4	18.0	1	3	
5	25.0	1	2	
6	24.0	1	2	

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Hermosa Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	545	98	18.0
Female	250	246	45	18.3
Male	304	299	53	17.7
Amer. Indian or Alaska Native	0	0	0	0.0
Asian	88	87	7	8.0
Black or African-Amer.	22	22	5	22.7
Filipino	6	6	2	33.3
Hisp. or Latino	241	234	54	23.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	42	42	5	11.9
White	154	153	25	16.3
English Learners	50	50	7	14.0
Foster Youth	2	0	0	0.0
Homeless	6	6	2	33.3
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	204	202	50	24.8
Students with Disabilities	55	55	8	14.5

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Curriculum & Instruction

Staff Development
All training and curriculum development activities at Hermosa Elementary School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Hermosa Elementary School held staff development training devoted to:

• Grade Level Data Analysis
• Technology Training
• Interventions
• Common Core State Standards Planning
• Structure & Standards
• Review of Math Standards
• Savvas Math Training
• Kagan Training
• LCAP Training
• Journeys
• Grade Level Training & Website Development
• Grade Level Collaboration
• i-Ready
• Safety Training
• Amplify Science Training

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hermosa Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2021-22, 2022-23, and 2023-24 school years, Hermosa Elementary School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

2021-22 Trainings:
• Amplify Training Refresh
• Cultural Proficiency

• How to Equitably Ignite Student Engagement with Student/Teacher Partnerships
• UBUNTU Teacher Equity Summit
• Technology Training (Google Apps for Education, Nearpod, Seesaw, Renaissance STAR, Lexia Core5, Imagine Learning, Freckles Ed)
• Next Generation Science Standards (NGSS)
• Guided Reading Training
• Thinking Maps
• Write from the Beginning
• Safely Reopening Schools

2022-23 Trainings:
• Studies Weekly Training
• i-Ready Training
• Amplify Refresh
• Cultural Proficiency - Equity Trainings
• Guided Reading and Writing Trainings
• Thinking Maps
• Write from the Beginning
• Small Group Instruction Training
• TK Curriculum Training

2023-24 Trainings:
• Savvas Publisher Training
• i-Ready Training
• TK Publisher Adoption Training
• Amplify Refresh
• Study Sync Training
• Safety Training
• DBQ Training
• ALSD Teacher University
• Thinking Maps (Supplemental Offering)
• Write from the Beginning (Supplemental Offering)

Hermosa Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
4	9	9

Instructional Materials
All textbooks used in the core curriculum at Hermosa Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education (with the exception of TK materials by publisher Learning Without Tears which was from the most recent local adoption). The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 06, 2023, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-06-23 (a) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Alta Loma School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	Houghton Mifflin, *Journeys California*	0 %
2023	Learning Without Tears, *Get Set for School*	0 %
2016	McGraw Hill, *Study Sync*	0 %
History-Social Science		
2023	Learning Without Tears, *Get Set for School*	0 %
2022	Studies Weekly, *Studies Weekly History*	0 %
2018	Teachers' Curriculum Institute, *History Alive! California Series*	0 %
Mathematics		
2023	Cengage/National Geographic, *Big Ideas*	0 %
2023	Learning Without Tears, *Get Set for School*	0 %
2023	Saavas Learning Company, LLC, *Envision Math*	0 %
Science		
2020	Amplify Education, Inc., *Amplify Science*	0 %
2023	Learning Without Tears, *Get Set for School*	0 %

Professional Staff

Counseling & Support Staff

Hermosa Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Hermosa Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.2
Health Clerk	1	0.5
Intervention Aide	1	0.5
Library Clerk	1	0.5
Nurse	1	0.1
Psychologist	1	0.2
Speech & Language Specialist	1	0.5

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Hermosa Elementary School, Alta Loma School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Hermosa Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	100.0	226.3	94.2	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.4	2.3	11953.1	4.3
Unknown	0.0	0.0	8.6	3.6	15831.9	5.7
Total Teaching Positions	21.8	100.0	240.4	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.1	100.0	233.3	94.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.6	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	2.7	1.1	12115.8	4.4
Unknown	0.0	0.0	6.4	2.6	18854.3	6.9
Total Teaching Positions	23.1	100.0	246.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber 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 to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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

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

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,662	$54,215
Mid-Range Teacher Salary	$87,935	$86,843
Highest Teacher Salary	$117,327	$111,440
Superintendent Salary	$246,736	$252,466
Average Principal Salaries:		
Elementary School	$146,120	$140,851
Middle School	$146,120	$147,065
High School	N/A	$142,189
Percentage of Budget:		
Teacher Salaries	32.95%	33.16%
Administrative Salaries	6.16%	5.15%

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

Expenditures Per Student
For the 2021-22 school year, Alta Loma School District spent an average of $13,413 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

• Child Nutrition: Food Service Staff Training Funds
• Child Nutrition: Kitchen Infrastructure Upgrade Funds
• COVID Relief Funding
• Education Protection Account
• Educator Effectiveness
• Expanded Learning Opportunities Program

• Lottery: Instructional Materials
• Mental Health-Related Services
• On-Behalf Pension Contributions
• Other Local: Locally defined
• Special Education
• Special Education Early Intervention Preschool Grant
• State COVID Relief Funding
• State Lottery
• Title I
• Title II
• Title III
• Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2021-22	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,370	N/A	N/A	N/A	N/A
Restricted	$716	N/A	N/A	N/A	N/A
Unrestricted	$7,654	$10,747	71.22	$7,607	100.62
Average Teacher Salary	$82,661	$92,663	89.21	$89,574	92.28

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

SARC Data
DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Hermosa Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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
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.

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2023.