

# Santa Rita Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Santa Rita Elementary School
<b>Street</b>	700 Los Altos Ave.
<b>City, State, Zip</b>	Los Altos, CA 94022
<b>Phone Number</b>	650-559-1600
<b>Principal</b>	Denise Khalid
<b>Email Address</b>	dkhalid@lasdschools.org
<b>School Website</b>	<a href="https://www.santaritaschool.org/">https://www.santaritaschool.org/</a>
<b>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	43695186047492

2024-25 District Contact Information	
<b>District Name</b>	Los Altos Elementary School District
<b>Phone Number</b>	650-947-1150
<b>Superintendent</b>	Sandra McGonagle
<b>Email Address</b>	smcgonagle@lasdschools.org
<b>District Website</b>	<a href="http://www.lasdschools.org">www.lasdschools.org</a>

2024-25 School Description and Mission Statement
<p>Santa Rita is an elementary school located on the north side of the district, approximately one mile from the downtown center of the City of Los Altos. The neighborhoods served by Santa Rita are located between Foothill and Central Expressways in the cities of Los Altos, Mountain View and Palo Alto. Santa Rita students feed into Egan Intermediate School for seventh and eighth grades.</p> <p>Santa Rita School was chosen as one of a select group of California Distinguished Schools, an honor reflected every day in every classroom. The student body of the school reflects the rich diversity of our area and enriches the cultural life of the school</p>

## 2024-25 School Description and Mission Statement

and classrooms. Santa Rita has exemplary teaching and support staff that are dedicated, hard working and professional; active, involved parents and a strong community sense that education is a priority.

Our Mission at Santa Rita Elementary School, we foster curious, motivated learners who reach their highest potential in a supportive community that appreciates diversity.

Our Vision at Santa Rita Elementary School, we foster engaged learners who are able to:

Strive for high academic excellence

Celebrate their uniqueness, culture, and diversity

Explore interests, pursue passions, and develop their voices

Build confidence and character through a growth mindset

Work together to solve problems, communicate effectively, and think creatively

Appreciate and reflect on the successes of themselves and others

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	36
Grade 2	47
Grade 3	43
Grade 4	56
Grade 5	50
Grade 6	70
Total Enrollment	367

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Asian	32.4
Black or African American	0.3
Filipino	1.9
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	10.1
White	32.7
English Learners	24.8
Socioeconomically Disadvantaged	18.8
Students with Disabilities	11.2

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.50	71.88	171.00	88.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.20	12.66	15.20	7.87	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.60	15.35	7.00	3.63	18854.30	6.86
<b>Total Teaching Positions</b>	17.40	100.00	193.20	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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.90	88.22	167.30	88.42	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	1.06	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	6.48	16.30	8.62	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	3.53	0.90	0.49	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.30	1.72	2.60	1.41	15831.90	5.67
<b>Total Teaching Positions</b>	20.30	100.00	189.20	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	90.04	162.90	88.61	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	1.09	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.49	9.50	5.17	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	3.29	1.60	0.91	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.80	4.08	7.70	4.23	14303.80	5.15
<b>Total Teaching Positions</b>	20.00	100.00	183.80	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	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	2.20	1.30	0.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.20	1.30	0.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.70	0.6
<b>Total Out-of-Field Teachers</b>	0.00	0.70	0.6

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.60	11.1	2
<b>No credential, permit or authorization to teach</b> (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>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LASD has adopted The Units of Study in Reading and Writing for K-8. K-5 use SFUSD math. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. New state-approved materials have been adopted. Our current materials, Twig, in K-5 have adopted. 6th - 8th graders have adopted Elevate Science. K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	The Units of Study in Reading and Writing - 2016	Yes	0
<b>Mathematics</b>	TK - 5 SF Math 2021; 6th Math in Focus, Singapore math	Yes	0
<b>Science</b>	K-5 Twig Science 2022, 6-8 Elevate	Yes	0
<b>History-Social Science</b>	K-5 Scott Foresman History and 6-8 History Alive - 2008	Yes	0

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

## School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA 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. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

March 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

School Facility Conditions and Planned Improvements				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	68	74	84	85	46	47
<b>Mathematics</b> (grades 3-8 and 11)	71	74	84	85	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	220	212	96.36	3.64	74.06
<b>Female</b>	108	104	96.30	3.70	76.92
<b>Male</b>	112	108	96.43	3.57	71.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	66	61	92.42	7.58	86.89
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	47	46	97.87	2.13	54.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	66.67

<b>White</b>	82	81	98.78	1.22	77.78
<b>English Learners</b>	42	35	83.33	16.67	37.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	39	36	92.31	7.69	41.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	25	100.00	0.00	24.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	220	219	99.55	0.45	74.43
<b>Female</b>	108	107	99.07	0.93	76.64
<b>Male</b>	112	112	100.00	0.00	72.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	66	66	100.00	0.00	87.88
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	47	47	100.00	0.00	48.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	83.33
<b>White</b>	82	82	100.00	0.00	78.05
<b>English Learners</b>	42	41	97.62	2.38	43.90
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	39	38	97.44	2.56	39.47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	25	100.00	0.00	28.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	64.00	67.92	79.79	76.24	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	67.92
Female	24	24	100.00	0.00	70.83
Male	29	29	100.00	0.00	65.52
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

**B. Pupil Outcomes**

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

**C. Engagement**

**State Priority: Parental Involvement**

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

2024-25 Opportunities for Parental Involvement
<p>There are so many opportunities for parents to get involved at Santa Rita School.</p> <p>We have a series of major events that families and parents can participate and volunteer to be a part of. Here is a small list of them:</p> <p>Bobcat Chase BTS Night/Open House, Grand-Friends' Day, Witches' Delight, Book Fair - School Musical - Read-a-thon -STEM Expo - International Week and Auction, ELAC - Striders Family Fun Nights - LASD Junior Olympics - Science Olympiad - Project Cornerstone</p> <p>Here are some of the committees and areas that parents can join or volunteer to do.</p> <p>PTA ELAC Principal's Advisory Meeting Room Representatives Library Helper Santa Rita Elementary Yard Duty, Project Cornerstone Readers and Striders Team and Bobcats on the Run</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	386	384	49	12.8
Female	182	181	18	9.9
Male	204	203	31	15.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	125	5	4.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	84	20	23.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	37	8	21.6
White	128	128	10	7.8
English Learners	98	97	17	17.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	81	81	22	27.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	46	11	23.9

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 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
0.24	0.25	0	0.77	0.6	0.66	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. The school safety plan is reviewed and updated each year by the administration and parent representatives. Classrooms are equipped with emergency buckets that contain safety and first aid supplies. An Emergency Storage shed is on-site and is

2024-25 School Safety Plan

equipped with first aid, food, and water, and search and rescue supplies. Fire drills are conducted frequently throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October. Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus. The comprehensive safety plan includes procedures for student check-out in case of emergency. The safety plan for our school is available in the office for public viewing. Our school safety planned was annually reviewed and discussed in January 2025.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	22		2	
2	18	3		
3	24		2	
4	23	2	3	
5	28		3	
6	30		2	
Other	7	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	21		2	
2	22		2	
3	18	2		
4	24		2	
5	24		2	
6	29		2	
Other	8	1		



## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	17	2		
2	22		2	
3	22		2	
4	26		2	
5	26		2	
6	21		3	
Other	7	1		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,285.96	\$3,596.08	\$10,689.88	\$143,585.28
District	N/A	N/A	\$10,556.73	\$105,330
Percent Difference - School Site and District	N/A	N/A	1.3	30.7
State	N/A	N/A	\$10,770.62	\$94,129
Percent Difference - School Site and State	N/A	N/A	-0.8	41.6

## Fiscal Year 2023-24 Types of Services Funded

Types of Services Funded (2021-2022)

LLI and Sonday Literacy Program for students who need assistance in reading.

Do the Math - Program for students who need assistance in mathematics.

EL Specialist - Program for students who are beginning English Learners and need access to Language Development outside of the classroom setting.

After School Homework Club- Mentor Tutor Connection works with Santa Rita to create a Program for students to have a place and support for after school learning.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,592	\$57,839
Mid-Range Teacher Salary	\$99,660	\$90,040
Highest Teacher Salary	\$124,635	\$118,647
Average Principal Salary (Elementary)	\$174,922	\$144,639
Average Principal Salary (Middle)	\$179,204	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$280,900	\$229,986
Percent of Budget for Teacher Salaries	28.62	30.79
Percent of Budget for Administrative Salaries	6.15	5.71

Professional Development

To create focus areas of professional development for teachers and other school staff, district and site staff evaluate student achievement data to identify areas of need. We utilize a variety of methods to provide professional development to staff including: coaching and mentoring using Instructional Support Teachers, New Teacher Mentors, and teacher-principal meetings. Our Curriculum and Instruction department also creates in-house after-school and/or full-day workshops for staff to attend. On-site, we also design after-school and/or staff meeting workshops for staff. The professional development that takes place during faculty meetings is primarily based on Social-Emotional Learning and The LASD Experience (Based on Design Principals for Schools/ From the Learning Policy Institute and Turnaround for Children). We also have a Focus Group, which is a staff-driven group that connects professional development learning to implementation during team PLC (Professional Learning Community) time.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	