

School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

For Greenacre Homes & School- Gravenstein

Address: 1665 Gravenstein Hwy N, Sebastopol CA **Phone:** 707-829-1366

Principal: Jennifer Dalton-Warner

Grade Span: 5-12+

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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 2025–26)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
District Name	Sonoma County Office of Education
Phone Number	707-524-2603
Superintendent	Amie Carter
Email Address	acarter@scoe.org
Website	Scoe.org

Table 2: School Contact Information (School Year 2025–26)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
School Name	Greenacre Homes & School-Gravenstein
Street	1665 Gravenstein Hwy N
City, State, Zip	Sebastopol, Ca 95472
Phone Number	707-829-1366
Principal	Brittney Briones
Email Address	bbriones@greenacrehomes.org
Website	Greenacrehomes.org
Grade Span	5-12+
County-District-School (CDS) Code	49-70938-0128892

Table 3: School Description and Mission Statement (School Year 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information about the school, its program, and its goals.

<p>The school program is consistent and complimentary to the residential program catalyzing the clients' transition into a less restrictive placement and a greater overall independent level of functioning. Dysfunctional behavior more than any other factor prevents integration of students into a less restrictive setting; thus, it is a prime focus for the school program. The school provides a solid consistent, and predictable structured setting supported by a strong behavior modification program employing a point system, privilege program, and a realistic student store. A major portion of each day is dedicated to raising the reading, writing, and arithmetic skills of the clients. Development of these basic skills eases students' transition into public school classrooms. There are a number of enrichment classes during the school week focusing on natural sciences, history, current events, physical fitness, and the arts. The academic program also includes regular practicing of speech and language exercises designed by our Speech and Language Pathologist. We create a therapeutic milieu focusing on relationships, development, and care. Also, our school specializes in vocational training (5 job sites in the community), and our licensed therapists provide individual, group, and family counseling, and weekly social skills classes. Additional professionals include an Occupational Therapist and a Psychiatrist overseeing medication.</p>

Table 4: Student Enrollment by Grade Level (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	1
Grade 6	1
Grade 7	N/A
Grade 8	1
Grade 9	2
Grade 10	2
Grade 11	1
Grade 12	10
Total Enrollment	18

Table 5: Student Enrollment by Student Group (School Year 2024–25)*Entire table - data provided by the CDE (DPC)*

Student Group	Percent of Total Enrollment
Female	0
Male	100
Non-Binary	0
American Indian or Alaska Native	0
Asian	1
Black or African American	1
Filipino	0
Hispanic or Latino	8
Native Hawaiian or Pacific Islander	0
Two or More Races	1
White	8
English Learners	6
Foster Youth	3
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	7
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)	1	33.3				
Intern Credential Holders Properly Assigned	2	66.7				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A				
Unknown/Incomplete/NA	N/A	N/A				
Total Teaching Positions	3	100				

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 the 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)	1	33.3				
Intern Credential Holders Properly Assigned	2	66.7				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A				
Unknown/Incomplete/NA	N/A	N/A				
Total Teaching Positions	3	100				

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)	2	100				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown/Incomplete/NA	0	0				
Total Teaching Positions	2	100				

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 Percent	2022–23 Percent	2023–24 Percent
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 2025–26)*Entire table – data provided by the LEA (DPL)**Year and month in which the data were collected:*

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	2022	0
Mathematics	2022	0
Science	2022	0
History-Social Science	2022	0
Foreign Language	2022	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

Table 13: School Facility Conditions and Planned Improvements

Narrative provided by the LEA (DPL) – 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).]

- Class built Café for more vocational training opportunities
- Improving access to the pavilion
- Further pruning and maintaining of the apple orchard to enhance our apple pressing as part of our vocational training program.

Table 14: School Facility Good Repair Status

Entire table – data provided by the LEA (DPL)

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 FIT report:

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

Overall Facility Rate

Entire table – data provided by the LEA (DPL)

Year and month of the most recent FIT report: [DPL]

Table 15: Overall Rating

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 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

Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	4	22	78	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	18	4	22	78	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	0	0	100	N/A
Black or African American	1	0	0	100	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	8	1	13	87	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	8	3	38	62	N/A
English Learners	6	0	0	100	N/A
Foster Youth	3	0	0	100	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7	0	0	100	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	18	4	22	78	N/A

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

Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	4	22	78	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	18	4	22	78	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	0	0	100	N/A
Black or African American	1	0	0	100	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	8	1	13	87	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	8	3	38	62	N/A
English Learners	6	0	0	100	N/A
Foster Youth	3	0	0	100	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7	0	0	100	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	18	4	22	78	N/A

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*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	4	22	78	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	18	4	22	78	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	1	0	0	100	N/A
Black or African American	1	0	0	100	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	8	1	13	87	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	8	3	38	62	N/A
English Learners	6	0	0	100	N/A
Foster Youth	3	0	0	100	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7	0	0	100	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	18	4	22	78	N/A

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 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about 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.

Greenacre School has developed a comprehensive vocational education and transitional career development program. In our vocational training we teach students responsibility and collaborative teamwork through the use of real life and community based learning. Our goal is to prepare our students for their adult roles, including wage earner, productive community citizen, and lifelong learner. Our student-centered program incorporates learning through actual work experience such as landscaping, gardening, construction and food service. Our student workers achieve increasing standards of independence through higher expectations and accountability. Workers reach their goals with the support of an entire team including: parents, teachers, counselors, residential staff, and community employers. Highlights include:

- Extensive Variety of Work Opportunities
- Goal Directed Training
- Serving Students up to age 22
- Promote Independence and Teamwork Skills
- Social Interaction and Community Integration

Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

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

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2024–25)
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	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

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 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Greenacre School communicates with the parents daily and will hold meetings when necessary or requested by the parents. Parents attend annual IEP meetings and are welcome to participate in CFT's, annual events including Graduation, Holiday Party, Harvest Extravaganza, Halloween Party, Talent Shows, and other special events.

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 2024–25)***Entire table - data provided by the CDE (DPC)*

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	--	--
Female	N/A	--	--
Male	18	--	--
Non-Binary	N/A	--	--
American Indian or Alaska Native	N/A	--	--
Asian	1	--	--
Black or African American	1	--	--
Filipino	N/A	--	--
Hispanic or Latino	8	--	--
Native Hawaiian or Pacific Islander	N/A	--	--
Two or More Races	N/A	--	--
White	8	--	--
English Learners	6	--	--
Foster Youth	3	--	--
Homeless	N/A	--	--
Socioeconomically Disadvantaged	7	--	--
Students Receiving Migrant Education Services	N/A	--	--
Students with Disabilities	18	--	--

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 2024–25)*Entire table - data provided by the CDE (DPC)*

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	18	18	9	50
Female	N/A	N/A	N/A	N/A
Male	18	18	9	50
Non-Binary	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	1	1	0	0
Black or African American	1	1	0	0
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	9	9	5	56
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White	8	8	4	50
English Learners	6	6	3	50
Foster Youth	3	3	1	33.3
Homeless	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7	7	4	57
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Students with Disabilities	18	18	9	50

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0	0	0						
Expulsions	0	0	0						

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

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2024–25)***Entire table - data provided by the CDE (DPC)*

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

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

Table 31: School Safety Plan (School Year 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

<p>Health, Emergency and Fire Plan</p> <p>Each class is supplied with an Emergency Care and Disaster Plan information sheet. This form is posted in a prominent place in the facility. The disaster plan form provides vital emergency information. Staff members should familiarize themselves with the location of the form and the information that it provides, such as emergency names and phone numbers: doctor, dentist,</p>

police, fire, poison control, crises hotline, where exits are located within the school, temporary relocation sites, utility shut off points, the location of smoke detectors, the location of the fire alarm and where to find fire extinguishers. The temporary relocation addresses provided are given in case some event occurs that renders the school uninhabitable or hazardous. School administrators will make the determination as to whether or not the school is hazardous. Obviously, in the event of fire, flood or explosion this would be the case and the students should be taken to the first facility that is listed.

Fire Plan

Each classroom has a hard-wired smoke detector system as well as a pull station fire alarm. These are not directly connected to the fire department. In the event of a fire, dial 911 or the fire department number listed on the Emergency Care and Disaster Plan. The procedure for fire drills is the same for each classroom. Staff members should remove themselves and the students from the classroom as quickly as possible. No one should stop to remove valuables or possessions. The only difference between classrooms would be the meeting place that is established. The meeting place is the basketball court all staff members and students should go in order to be accounted for. Once there, one staff member should be responsible for making a head count of students to insure everyone's safety.

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 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	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	12	2	0	0

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

** “Other” category is for multi-grade level classes.

Table 33: 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	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	12	2	--	--

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

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

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2024–25)

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	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
Other**	12	2	--	--

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

** “Other” category is for multi-grade level classes.

Table 35: 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	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 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	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 2024–25)

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	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 2024–25)

Entire table - data provided by the CDE (DPC)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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 2024–25)

Entire table - data provided by the CDE (DPC)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other**	1

*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 2023–24)

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	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Table 41: Types of Services Funded (Fiscal Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide specific information about the types of programs and services available at the school that support and assist students.

Specialized Academic Instruction, Transportation, Physical Education, Individual and Group Counseling and Guidance, Speech and Language, Occupational Therapy, Parent and Family Counseling, Temporary Support Assistance, Vocational Training and Assessment, and Work Experience Education.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Entire table - data provided by the CDE (DPC)

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

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 2024–25)*Entire table - data provided by the CDE (DPC)***Percent of Students in AP Courses:** 

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

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

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12