# Chet F Harritt STEAM School

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 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.

### 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.

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Chet F Harritt STEAM School |
| **Street** | 8120 Arlette St. |
| **City, State, Zip** | Santee, CA 92071-3513 |
| **Phone Number** | 619-258-4800 |
| **Principal** | Ted Hooks |
| **Email Address** | ted.hooks@santeesd.net |
| **School Website** | https://cfh.santeesd.net |
| **Grade Span** | K-8 |
| **County-District-School (CDS) Code** | 37 68361 6040364 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Santee School District |
| **Phone Number** | (619) 258-2300 |
| **Superintendent** | Dr. Kristin Baranski |
| **Email Address** | kristin.baranski@santeesd.net |
| **District Website** | www.santeesd.net |

## 2025-26 School Description and Mission Statement

About Our School...

Chet F. Harritt STEAM School has a STEAM emphasis (Science, Technology, Engineering, Art, and Mathematics).

Chet F. Harritt STEAM School - MISSION STATEMENT

We embrace inquiry-based learning experiences that emphasize creativity, and collaborative problem solving. We integrate student learning experiences in a manner that maximizes student engagement and promotes resiliency and perseverance.

STEAM Focus
We are the Santee School District STEAM Magnet School, representing experiences in Science, Technology, Engineering, Art, and Math. The STEAM program was designed to empower learners, tap into interest, expose students to future careers and studies, and link standards-based learning to real-world application. Founded on three distinct pillars, Chet F. Harritt incorporates each facet of STEAM through 1. Integrated curriculum, 2. Enrichment opportunities, and 3. Partnerships that build and foster a diverse school experience. Not only does each grade level plan for and embrace STEAM experiences for students, we also involve our families in our annual STEAM Nights to make learning fun for all ages.

At Chet, our talented staff has committed to support all students in the learning journey. Our rallying cry is "Meet them where they are and do what it takes to get them where they need to be."

About Our District...

“Where Young Minds Meet Open Doors”
SANTEE SCHOOL DISTRICT VISION, MISSION, BELIEF STATEMENTS, AND GOALS

MISSION STATEMENT
Providing an extraordinary education in an inspiring environment with caring people.

## 2025-26 School Description and Mission Statement

VISION STATEMENT
Unlocking the potential of tomorrow by building confident, innovative learners today.

BELIEF STATEMENTS
Children are our first priority. Therefore we believe….
All students can learn.
Student growth, academic performance, and positive personal development are the highest measures of student and district success.
Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
Parent and community involvement in our schools is crucial to the academic success of our students.
Knowledgeable, motivated, and inspired employees assure the success of our students.
Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.
The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

BOARD GOALS per the Local Control Accountability Plan (LCAP)
Academic Achievement: The district's first goal focuses on strategies to improve student learning and demonstrate annual growth in academic achievement in all content areas.

Social Emotional Well-Being: Supporting the social and emotional well-being of students, while promoting positive and inclusive classroom environments, is the district's second goal.

Parent and Community Engagement: The district's third goal is dedicated to developing and sustaining campus environments in which parents and community members feel welcome and their participation is valued and encouraged.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 95 |
| **Grade 1** | 55 |
| **Grade 2** | 68 |
| **Grade 3** | 66 |
| **Grade 4** | 65 |
| **Grade 5** | 68 |
| **Grade 6** | 56 |
| **Grade 7** | 73 |
| **Grade 8** | 60 |
| **Total Enrollment** | 606 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 45.2 |
| **Male** | 54.8 |
| **Asian** | 2 |
| **Black or African American** | 3.1 |
| **Filipino** | 1.8 |
| **Hispanic or Latino** | 33 |
| **Native Hawaiian or Pacific Islander** | 0.2 |
| **Two or More Races** | 12.4 |
| **White** | 47.5 |
| **English Learners** | 3.3 |
| **Foster Youth** | 0.3 |
| **Homeless** | 1.8 |
| **Socioeconomically Disadvantaged** | 46.5 |
| **Students with Disabilities** | 16 |

## 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.

## 2021-22 Teacher Preparation and Placement

| 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)** | 25.7 | 84.91 | 258.8 | 80.4 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 2 | 0.62 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.2 | 0.83 | 5.6 | 1.76 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0.7 | 2.48 | 11 | 3.44 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 3.5 | 11.79 | 44.3 | 13.78 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 30.2 | 100 | 321.8 | 100 | 279044.8 | 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 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 |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 25.7 | 86.57 | 250.6 | 82.47 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 2 | 0.66 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 2 | 6.72 | 15.3 | 5.04 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 7.2 | 2.39 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 2 | 6.72 | 28.6 | 9.43 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 29.7 | 100 | 303.8 | 100 | 277698 | 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.

## 2023-24 Teacher Preparation and Placement

| 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)** | 25 | 90.14 | 244 | 81.69 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 2 | 0.67 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.6 | 5.98 | 14.1 | 4.74 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 1 | 3.85 | 11.2 | 3.75 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0 | 0 | 27.3 | 9.15 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 27.7 | 100 | 298.7 | 100 | 278927.1 | 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.

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 0.20 | 2 | 1.6 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.20 | 2 | 1.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 0.70 | 0 | 1 |
| **Total Out-of-Field Teachers** | 0.70 | 0 | 1 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.4 | 3.1 | 5.1 |
| **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.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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|---|---|
| **Year and month in which the data were collected** | 9/2024 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Pre-K on My Way adopted in 2022 (EAK/TK), Reading Wonders adopted in 2017 (K-5), and Amplify Learning adopted in 2017 (6-8). iReady is used as a supplemental program in K-8. | 0.0 |
| **Mathematics** | Pre-K on My Way adopted in 2022 (EAK/TK). Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady is used as a supplemental program in K-8. | 0.0 |
| **Science** | Pre-K on My Way adopted in 2022 (EAK/TK). Amplify Science adopted in 2023 (K-5). OpenSciEd adopted in 2022 (6-8). | 0.0 |
| **History-Social Science** | Pre-K on My Way adopted in 2022 (EAK/TK). Pearson Realize History-Social Science adopted 2019 (K-8). | 0.0 |
| **Health** | Healthy Eating Made Easier adopted 2017 (K-8). | 0.0 |

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

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Chet F. Harritt School's original facilities were built in 1967; 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. Playground improvements and modernization of all classrooms were completed Summer 2011. Solar Ready replacement lunch court structures were installed in 2017 and PE locker rooms were renovated during the same year. A new seven-classroom/library building was completed in May 2021 with students using the building in August 2021.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 6/7/2025 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |

## School Facility Conditions and Planned Improvements

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|---|---|---|---|---|
| | | | | 2: 2. VENT COVER IS LOOSE. 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. |
| **Interior:**<br>Interior Surfaces | | | X | 1: 4. CEILING TILE HAS A WATER STAIN. 5. DEBRIS IN SKY LIGHT. 10. EVACUATION MAP IS NOT POSTED.<br>10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>11: 4. CEILING TILES HAVE WATER STAINS. 11. CHEMICALS ARE UNIDENTIFIED.<br>12: 4. CEILING TILE HAS A WATER STAIN.<br>13: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>14: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED. PAINT IS PEELING ON INTERIOR WALL.<br>15: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>16: 4. CEILING TILES HAVE WATER STAINS. SKY LIGHT IS BROKEN.<br>17: 4. CEILING TILES HAVE WATER STAINS. SKY LIGHTS HAVE WATER STAINS. CEILING TILE HAS A HOLE. 15. DOOR CLOSER COVERS ARE MISSING.<br>18: 4. CEILING TILE HAS A WATER STAIN. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>19: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.<br>2: 2. VENT COVER IS LOOSE. 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.<br>20: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER.<br>21: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON INTERIOR WALL.<br>22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL.<br>23: 4. SKY LIGHT HAS A WATER STAIN. 5. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.<br>24: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CARPET IS TORN.<br>25: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.<br>27: 4. CEILING TILE HAS  A WATER STAIN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED.<br>28: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.<br>3: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES. |

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|---|---|---|---|---|
| | | | | 4: 4. CEILING TILE HAS AWATER STAIN. SKY LIGHT GAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>5: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.<br>6: 4. CEILING TILE HAS A WATER STAIN. SKY LIGHT IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.<br>7: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN SKY LIGHT.<br>9: 4. CEILING TILES HAVE WATER STAINS. SKY LIGHT IS BROKEN.<br>ADMIN: 4. CEILING TILES HAVE WATER STAINS.<br>BOYS P.E.: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARDS ON WALKWAY.<br>P1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>P2: 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS.<br>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET LEAKS AT HANDLE.<br>WORKROOM B: 4. CEILING TILE HAS A WATER STAIN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.<br>WORKROOM I: 4. CEILING TILES HAVE WATER STAINS. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.<br>WORKROOM K: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. WALL PAPER IS TORN. CABINET DOORS ARE BROKEN/MISSING. 7. OUTLET COVER IS MISSING. ETHERNET COVER IS LOOSE.<br>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 9. EYE WASH STATION IS NOT FUNCTIONG/HAS NO FLOW (WHITE LIQUID CAME OUT THEN STOPPED FLOW). |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | 1: 4. CEILING TILE HAS A WATER STAIN. 5. DEBRIS IN SKY LIGHT. 10. EVACUATION MAP IS NOT POSTED.<br>10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>13: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED. |

## School Facility Conditions and Planned Improvements

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| | | | | 14: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED. PAINT IS PEELING ON INTERIOR WALL.<br>15: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>18: 4. CEILING TILE HAS A WATER STAIN. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>23: 4. SKY LIGHT HAS A WATER STAIN. 5. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.<br>31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.<br>7: 4. CEILING TILES HAVE WATER STAINS. 5. DEBRIS IN SKY LIGHT.<br>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. CHEMICALS ARE UNIDENTIFIED.<br>LRC BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>STORAGE: 5. LADDERS ARE UNSECURED. 7. EXTENSION CORD IS BEING PERMANENTLY USED. |
| **Electrical** | | X | | 22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL.<br>23: 4. SKY LIGHT HAS A WATER STAIN. 5. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.<br>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. CHEMICALS ARE UNIDENTIFIED.<br>GIRLS P.E.: 7. LIGHT COVER IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON SANITARY NAPKIN TRASH CAN (RUSTED). 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)<br>LRC: 7. ONE CAN LIGHT FIXTURE IS LOOSE.<br>MPR: 7. MULTIPLE LIGHT PANELS ARE OUT. HANDICAP RAMP IS USED FOR STORAGE.<br>P2: 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>SNACK BAR: 7. OUTLET COVER IS MISSING. OUTLET COVER IS BROKEN. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. FIRE EXTINGUISHER IS NOT MOUNTED AND TAG IS |

## School Facility Conditions and Planned Improvements

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|---|---|---|---|---|
| | | | | OUTDATED. 11. COMPRESSED GAS CYLINDERS ARE UNSECURED.<br>STORAGE: 5. LADDERS ARE UNSECURED. 7. EXTENSION CORD IS BEING PERMANENTLY USED.<br>WORKROOM B: 4. CEILING TILE HAS A WATER STAIN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.<br>WORKROOM G: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. CHEMICALS ARE UNIDENTIFIED.<br>WORKROOM J/ MPR CONFERENCE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.<br>WORKROOM K: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. WALL PAPER IS TORN. CABINET DOORS ARE BROKEN/MISSING. 7. OUTLET COVER IS MISSING. ETHERNET COVER IS LOOSE. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | | | X | 5: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.<br>6: 4. CEILING TILE HAS A WATER STAIN. SKY LIGHT IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.<br>BOYS REST ROOM: 8. ONE TOILET IS LOOSE AT BASE. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT BASE. 12. CRACK IN INTERIOR WALL.<br>BOYS REST ROOM: 8. TOILETS ARE LOOSE AT BASE. 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON PAPER TOWEL DISPENSER (RUSTED).<br>GIRLS P.E.: 7. LIGHT COVER IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 8. TOILET IS LOOSE AT BASE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED)<br>HEALTH OFFICE: 9. FAUCET HANDLES ARE BROKEN IN RR. (MENSTRUAL NOTICE NOT POSTED)<br>MENS REST ROOM: 8. URINAL FILTER IS MISSING. 9. FAUCET HANDLE IS BROKEN.<br>P1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>P2: 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT |

## School Facility Conditions and Planned Improvements

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|---|---|---|---|---|
| | | | | POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)<br>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET LEAKS AT HANDLE.<br>STAFF UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)<br>UNISEX REST ROOM: 9. FAUCET HANDLE IS BROKEN. (MENSTRUAL NOTICE NOT POSTED)<br>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HANDLE IS BROKEN. 11. PAINT IS PEELING ON CEILING. (MENSTRUAL NOTICE NOT POSTED)<br>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 9. EYE WASH STATION IS NOT FUNCTIONG/HAS NO FLOW (WHITE LIQUID CAME OUT THEN STOPPED FLOW). |
| **Safety:**<br>Fire Safety, Hazardous Materials | | X | | 1: 4. CEILING TILE HAS A WATER STAIN. 5. DEBRIS IN SKY LIGHT. 10. EVACUATION MAP IS NOT POSTED.<br>10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>11: 4. CEILING TILES HAVE WATER STAINS. 11. CHEMICALS ARE UNIDENTIFIED.<br>13: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>14: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED. PAINT IS PEELING ON INTERIOR WALL.<br>15: 4. CEILING TILES HAVE WATER STAINS. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>18: 4. CEILING TILE HAS A WATER STAIN. 5. CARPET IS STAINED. 11. CHEMICALS ARE UNIDENTIFIED.<br>2: 2. VENT COVER IS LOOSE. 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.<br>20: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER.<br>21: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON INTERIOR WALL.<br>22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. PAINT IS PEELING ON INTERIOR WALL.<br>25: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.<br>26: 10. EVACUATION MAP IS NOT POSTED.<br>27: 4. CEILING TILE HAS A WATER STAIN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | 28: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.<br>29: 10. EVACUATION MAP IS NOT POSTED.<br>3: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>30: 10. EVACUATION MAP IS NOT POSTED.<br>31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.<br>4: 4. CEILING TILE HAS AWATER STAIN. SKY LIGHT GAS A WATER STAIN. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. CHEMICALS ARE UNIDENTIFIED.<br>BOYS P.E.: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARDS ON WALKWAY.<br>BOYS REST ROOM: 8. TOILETS ARE LOOSE AT BASE. 9. FAUCET IS LOOSE AT BASE. 11. PAINT IS PEELING ON PAPER TOWEL DISPENSER (RUSTED).<br>GIRLS P.E.: 7. LIGHT COVER IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON SANITARY NAPKIN TRASH CAN (RUSTED). 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)<br>MDF (EXTERIOR): 10. FIRE EXTINGUISHER IS NOT MOUNTED AND TAG IS EXPIRED.<br>P1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>P2: 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL COVER IS MISSING IN CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. (MENSTRUAL NOTICE NOT POSTED IN RR) (WILLIAMS NOTICE NOT POSTED)<br>SNACK BAR: 7. OUTLET COVER IS MISSING. OUTLET COVER IS BROKEN. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. FIRE EXTINGUISHER IS NOT MOUNTED AND TAG IS OUTDATED. 11. COMPRESSED GAS CYLINDERS ARE UNSECURED.<br>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HANDLE IS BROKEN. 11. PAINT IS PEELING ON CEILING. (MENSTRUAL NOTICE NOT POSTED) |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | WORKROOM G: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. CHEMICALS ARE UNIDENTIFIED.<br>WORKROOM I: 4. CEILING TILES HAVE WATER STAINS. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.<br>WORKROOM L: 10. EVACUATION MAP IS NOT POSTED.<br>WORKROOM M: 10. EVACUATION MAP IS NOT POSTED. |
| **Structural:**<br>Structural Damage, Roofs | X | | | BOYS REST ROOM: 8. ONE TOILET IS LOOSE AT BASE. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT BASE. 12. CRACK IN INTERIOR WALL.<br>GIRLS P.E.: 7. LIGHT COVER IS MISSING IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)<br>GIRLS REST ROOM: 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON SANITARY NAPKIN TRASH CAN (RUSTED). 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED) |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | 17: 4. CEILING TILES HAVE WATER STAINS. SKY LIGHTS HAVE WATER STAINS. CEILING TILE HAS A HOLE. 15. DOOR CLOSER COVERS ARE MISSING.<br>19: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.<br>2: 2. VENT COVER IS LOOSE. 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.<br>BOYS P.E.: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARDS ON WALKWAY.<br>BOYS REST ROOM: 15. DOOR CLOSER COVER IS MISSING.<br>KITCHEN: 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. (ONE OVEN LEFT ON ON SATURDAY ROOM IS EXTREMELY HOT AND STUFFY) |

## 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 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.

| 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) | 54 | 57 | 57 | 58 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 45 | 42 | 48 | 49 | 35 | 37 |

### 2024-25 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 |
|---|---|---|---|---|---|
| **All Students** | 393 | 383 | 97.46 | 2.54 | 57.18 |
| **Female** | 171 | 167 | 97.66 | 2.34 | 63.47 |
| **Male** | 222 | 216 | 97.30 | 2.70 | 52.31 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 13 | 13 | 100.00 | 0.00 | 23.08 |
| **Filipino** | 12 | 11 | 91.67 | 8.33 | 81.82 |
| **Hispanic or Latino** | 129 | 127 | 98.45 | 1.55 | 54.33 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 43 | 41 | 95.35 | 4.65 | 63.41 |
| **White** | 193 | 188 | 97.41 | 2.59 | 58.51 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 38 | 37 | 97.37 | 2.63 | 59.46 |
| **Socioeconomically Disadvantaged** | 200 | 199 | 99.50 | 0.50 | 55.78 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 65 | 61 | 93.85 | 6.15 | 22.95 |

## 2024-25 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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 393 | 384 | 97.71 | 2.29 | 42.45 |
| **Female** | 171 | 167 | 97.66 | 2.34 | 41.32 |
| **Male** | 222 | 217 | 97.75 | 2.25 | 43.32 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 13 | 13 | 100.00 | 0.00 | 0.00 |
| **Filipino** | 12 | 12 | 100.00 | 0.00 | 58.33 |
| **Hispanic or Latino** | 129 | 127 | 98.45 | 1.55 | 42.52 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 43 | 41 | 95.35 | 4.65 | 39.02 |
| **White** | 193 | 188 | 97.41 | 2.59 | 44.68 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 38 | 37 | 97.37 | 2.63 | 35.14 |
| **Socioeconomically Disadvantaged** | 200 | 199 | 99.50 | 0.50 | 36.68 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 65 | 61 | 93.85 | 6.15 | 9.84 |

## 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.

| 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) | 47.79 | 34.38 | 40.71 | 43.4 | 30.73 | 32.33 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 130 | 129 | 99.23 | 0.77 | 34.11 |
| **Female** | 55 | 55 | 100.00 | 0.00 | 27.27 |
| **Male** | 75 | 74 | 98.67 | 1.33 | 39.19 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 45 | 44 | 97.78 | 2.22 | 29.55 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 12 | 12 | 100.00 | 0.00 | 41.67 |
| **White** | 66 | 66 | 100.00 | 0.00 | 36.36 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 64 | 64 | 100.00 | 0.00 | 29.69 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 23 | 22 | 95.65 | 4.35 | 13.64 |

## 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.

### 2024-25 California Physical Fitness Test Participation Rates

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** | 48.5% | 50.0% | 50.0% | 50.0% | 51.5% |
| **Grade 7** | 97.2% | 97.2% | 97.2% | 97.2% | 98.6% |

## 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.

### 2025-26 Opportunities for Parental Involvement

Parents are encouraged to become further involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making governance groups, or by attending school events. Parents can stay informed of upcoming events and school activities through Facebook, Instagram, ParentSquare, teacher newsletters, school emails, school and classroom websites, the school marquee, the principal's weekly electronic newsletter, an automated telephone message system, and through parent-teacher conferences. Please fill out a volunteer packet at the start of each school year in order to participate in activities with children at Chet.

Opportunities to Volunteer:
Classroom Helper
Chaperone Field Trips & Dances
Breakfast Club
School Site Council
English Learner Advisory Council
Parent Teacher Association
Family STEAM Nights
Student Performances
Student Recognition Assemblies
Red Ribbon Week
Back to School Night
Lunch on the Lawn
Open House

As a Title I School, Chet has an articulated Parent Involvement Plan that outlines in further detail our efforts and opportunities to connect with families and community members. It can be found on our website (http://cfh.santeesd.net) in the About Us section on the Title I Information page and is updated annually. Input on this plan is always welcome.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 635 | 624 | 69 | 11.1 |
| **Female** | 287 | 280 | 34 | 12.1 |
| **Male** | 348 | 344 | 35 | 10.2 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 12 | 12 | 1 | 8.3 |
| **Black or African American** | 21 | 21 | 2 | 9.5 |
| **Filipino** | 14 | 13 | 1 | 7.7 |
| **Hispanic or Latino** | 210 | 205 | 26 | 12.7 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 79 | 78 | 9 | 11.5 |
| **White** | 298 | 294 | 30 | 10.2 |
| **English Learners** | 26 | 22 | 3 | 13.6 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 11 | 11 | 3 | 27.3 |
| **Socioeconomically Disadvantaged** | 332 | 326 | 42 | 12.9 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 120 | 118 | 17 | 14.4 |

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 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 |
| 3.7 | 4.37 | 3.78 | 3.69 | 3.23 | 2.47 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 3.78 | 0.00 |
| **Female** | 2.09 | 0.00 |
| **Male** | 5.17 | 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** | 9.52 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 2.86 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 3.80 | 0.00 |
| **White** | 4.36 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 9.09 | 0.00 |
| **Socioeconomically Disadvantaged** | 4.52 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 9.17 | 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.

## 2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Chet F Harritt 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 and updated by school staff in October 2025. Staff responsibilities and safety plan updates were discussed with staff in November 2025. It is slated to be approved by the School Site Council at the January 2026 meeting.

# 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.

## 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 | 2 | 0 |
| 1 | 15 | 2 | 2 | 0 |
| 2 | 21 | 1 | 2 | 0 |
| 3 | 23 | 0 | 3 | 0 |
| 4 | 19 | 1 | 2 | 0 |
| 5 | 23 | 1 | 2 | 0 |
| 6 | 24 | 1 | 10 | 0 |
| Other | 13 | 1 | 0 | 0 |

## 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 | 18 | 1 | 2 | 0 |
| 1 | 17 | 2 | 2 | 0 |
| 2 | 18 | 2 | 2 | 0 |
| 3 | 21 | 1 | 2 | 0 |
| 4 | 24 | 0 | 3 | 0 |
| 5 | 30 | 0 | 2 | 0 |
| 6 | 32 | 0 | 5 | 0 |
| Other | 7 | 1 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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** | 18 | 1 | 2 | |
| **1** | 18 | 1 | 2 | |
| **2** | 23 | | 3 | |
| **3** | 22 | | 3 | |
| **4** | 33 | | 1 | |
| **5** | 34 | | | 1 |
| **6** | 25 | 1 | 10 | |
| **Other** | 2 | 1 | | |

## 2024-25 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** | 625 |

## 2024-25 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)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 0.5 |
| **Social Worker** | 1 |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 0.5 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 1 |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | $15,924.74 | $1,859.75 | $3,979.23 | 92,815.50 |
| **District** | N/A | N/A | $10,085.76 | $93,253 |
| **Percent Difference - School Site and District** | N/A | N/A | -86.8 | -0.5 |
| **State** | N/A | N/A | $11,146 | $101,700 |
| **Percent Difference - School Site and State** | N/A | N/A | -94.8 | -9.1 |

## Fiscal Year 2024-25 Types of Services Funded

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:
1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | $60,248 | $61,597 |
| **Mid-Range Teacher Salary** | $87,971 | $98,902 |
| **Highest Teacher Salary** | $122,306 | $126,340 |
| **Average Principal Salary (Elementary)** | $163,296 | $158,383 |
| **Average Principal Salary (Middle)** | | $165,207 |
| **Average Principal Salary (High)** | | $162,237 |
| **Superintendent Salary** | $231,723 | $288,332 |
| **Percent of Budget for Teacher Salaries** | 35.75% | 31.29% |
| **Percent of Budget for Administrative Salaries** | 6.36% | 5.38% |

## Professional Development

For the 2025-2026 school year, 96% of the days noted are partial days and 4% are full days. All training and curriculum development activities at Chet F. Harritt STEAM School support the implementation of quality instructional practices in order to access the curricular content with an emphasis on the California Standards in English Language Arts, Mathematics, and Science (Next Generation Science Standards) as guided by curricular frameworks. At Chet, certificated staff have 27 hours of professional learning time scheduled on site. These are considered partial days. They are also offered two full days of release to attend professional development based on their interest and in conjunction with adminstration approval. Staff and administration define the use of these hours which are utilized for team meetings, whole staff professional learning, and interest-group meetings. Classified staff are also offered a variety of professional learning opportunities throughout the year involving their specializations from department supervisors and district representatives both on site and at the district.

Beyond our on-site professional learning, certificated staff members participate may attend professional conferences focused on increasing professional skills. They also have access to a group of teachers on special assignment that work as Curriculum Resource Teachers, one of whom is located on-site. Using these resources, certificated staff can tailor professional learning to their immediate needs and receive small group and even one-on-one support. Also, all staff may complete a personalized learning plan each year and receive compensation for professional learning outside contracted hours. Decisions concerning selection of staff development activities are performed by staff representatives, site administration, district administrators, using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Given our STEAM focus, teachers are encouraged to pursue professional development in the areas of Science, Technology, Engineering, Arts, and Mathematics. Chet F. Harritt STEAM School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to actively grow professionally as lifelong learners.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 85 | 87 | 50 |