

Alta Loma School District Hermosa Elementary School

Grades TK through 5
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2024-25 School Accountability Report Card

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2025-26 Board of Trustees

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Principal's Message

At Hermosa Elementary, our staff is committed to providing a rigorous, balanced, and standards-based instructional program that ensures the success of every student. We are dedicated to maintaining a safe and inclusive learning environment where academic excellence, positive behavior, and social-emotional growth are prioritized. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), we foster a school culture that promotes respect, responsibility, and positive decision-making, helping students build confidence and a strong sense of community.

In partnership with families, we uphold high expectations and strive to prepare every student for future academic challenges and lifelong learning. Hermosa Elementary is proud to be recognized as a California Distinguished School and a Silver PBIS Implementation Award recipient. These honors reflect our collective commitment to excellence in education and the well-being of all students.

Mission Statement

It is the mission of Hermosa Elementary School to foster a safe, inclusive, and collaborative learning environment where every student is inspired to discover their unique potential. Students will achieve excellence through engaging curriculum, critical thinking, and compassionate citizenship. Together, we will build the foundation for lifelong learning.

School Profile

Hermosa Elementary School is located in the central region of Alta Loma and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2024-25 school year, 442 students were enrolled, including 10.2% in special education, 5.9% English Learners, 1.4% homeless youth, and 40.7% socioeconomically disadvantaged.

District Administration

Dr. Sherry Smith
Superintendent

Eric Hart
Associate Superintendent,
Administrative Services

Dr. Christina Pierce
Assistant Superintendent,
Educational Services

Cara Cerecerez
Assistant Superintendent,
Human Resources

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	46.8%
Male	53.2%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	16.1%
Black or African-American	3.8%
Filipino	1.4%
Hispanic or Latino	47.3%
Native Hawaiian or Pacific Islander	0%
Two or More Races	6.6%
White	24.2%
English Learners	5.9%
Foster Youth	0%
Homeless	1.4%
Migrant Services	0%
Socioeconomically Disadvantaged	40.7%
Students with Disabilities	10.2%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	33
Kindergarten	50
Grade 1	62
Grade 2	65
Grade 3	82
Grade 4	67
Grade 5	83
Grade 6	0
Ungraded	0
Total Enrollment	442

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

Student Achievement

California Assessment of Student Performance and Progress

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	42.0	60.0	65.0	65.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	40.0	55.0	53.0	52.0	35.0	37.0

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.

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.

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	233	230	98.71	1.29	60.43
Female	109	108	99.08	0.92	61.11
Male	124	122	98.39	1.61	59.84
American Indian or Alaska Native	0	0	0	0	0
Asian	37	35	94.59	5.41	68.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100	0	57.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100	0	72.22
White	61	60	98.36	1.64	61.67
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	92	91	98.91	1.09	40.66
Students with Disabilities	23	22	95.65	4.35	18.18

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	233	231	99.14	0.86	55.41
Female	109	109	100	0	47.71
Male	124	122	98.39	1.61	62.30
American Indian or Alaska Native	0	0	0	0	0
Asian	37	36	97.30	2.70	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100	0	48.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100	0	66.67
White	61	60	98.36	1.64	65.00
English Learners	12	12	100	0	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	92	91	98.91	1.09	40.66
Students with Disabilities	23	22	95.65	4.35	13.64
<i>Note: ELA & 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.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i> <i>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.</i>					

CAASPP Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	39.0	45.7	43.4	43.6	30.7	32.3
<i>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.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i> <i>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.</i>						

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	83	81	97.59	2.41	45.68
Female	38	38	100	0	42.11
Male	45	43	95.56	4.44	48.84
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100	0	40.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	65.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	28	27	96.43	3.57	22.22
Students with Disabilities	--	--	--	--	--
<i>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.</i>					

Physical Fitness

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

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

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

Parent Involvement

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

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

Opportunities to Volunteer

- Classroom Helper
- GATE Activities
- PTA Event Volunteers
- Spirit Squad
- Student Senate
- Yearbook

Committees

- LCAP Advisory Committee
- Parent Teacher Association
- School Site Council
- Watch D.O.G.S

School Activities

- Back to School Night
- Family Movie Night
- First Responders Assembly
- Halloween Parade
- Husky Hoedown
- Husky Hangout End of Year Party
- Jog-a-Thon
- Monthly Family Dine Out Night
- Monthly Spirit Assemblies
- Open House
- Parent Engagement Night
- Science Fair
- Spirit Assemblies
- Talent Show
- Veterans Assembly
- Winter Wonderland

School Facilities & Maintenance

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

2024-25 Campus Improvements:

- Paint staff restroom in workroom
- Kinder retainer wall installed

2025-26 Campus Improvements:

- Storm drain repairs

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

- Cafeteria setup/cleanup
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Hermosa Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2026.

Campus Supervision

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 17, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			Room 16 Explorer, Portable T3, Room 10, - Stained ceiling tiles; Portables T2, T5, T7 - Broken ceiling tiles
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			Workroom by Cafeteria - Adjust bubbler and replace aerator; Room 23 - Adjust bubbler
Safety	X			
Structural	X			
External	X			Room 1 - Door closer leading to restrooms is leaking; Portable T8 - Ripped screen

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

Facilities Inspection

The district's maintenance department inspects Hermosa Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Hermosa Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, July 17, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

Classroom Environment

Discipline & Climate for Learning

Hermosa Elementary School is committed to creating a positive, safe, and inclusive learning environment where all students can thrive. Our discipline and behavior management practices align with approved Board policies and emphasize respect, responsibility, and readiness to learn. We implement restorative practices to help students understand the impact of their actions, repair harm, and strengthen relationships within the school community. In addition, PBIS strategies guide proactive supports, recognition of positive behavior, and structured interventions to help students meet behavioral expectations. When disciplinary action is necessary, school administration addresses each situation in a fair, firm, and consistent manner, with the goal of promoting accountability, personal growth, and a supportive school climate for all learners.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	0.0	0.4	0.7
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.7	1.2	1.8
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.6	3.3	2.9
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.7	0.0
Female	0.0	0.0
Male	1.3	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	5.3	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	1.6	0.0
Students with Disabilities	1.8	0.0
<i>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.</i>		

Class Size

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

Average Class Size and Class Size Distribution				
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	12.0	7		
1	18.0	2	2	
2	23.0	1	2	
3	16.0	2	3	
4	18.0	1	3	
5	25.0	1	2	
6	24.0	1	2	
	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	12.0	5		
1	22.0	1	2	
2	27.0		3	
3	22.0		3	
4	22.0		3	
5	26.0	1	2	
6	25.0	1	2	
	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	4		
1	21.0	1	2	
2	22.0	1	2	
3	27.0		3	
4	22.0	1	2	
5	28.0	1	1	
6				
<i>*Number of classes indicates how many classes fall into each size category (a range of total students per class).</i>				
<i>**“Other” category, if applicable, is for multi-grade level classes.</i>				

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Hermosa Elementary School for the 2024-25 school year. A “chronic absentee” has been defined in EC Section 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	451	55	12.2
Female	216	213	28	13.1
Male	239	238	27	11.3
American Indian or Alaska Native	--	--	--	--
Asian	73	72	7	9.7
Black or African American	19	18	5	27.8
Filipino	--	--	--	--
Hispanic or Latino	215	214	20	14.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	2	6.7
White	109	108	10	9.3
English Learners	30	30	5	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	192	191	43	22.5
Students with Disabilities	56	56	11	19.6
<i>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.</i>				

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Hermosa Elementary School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Hermosa Elementary School held staff development training devoted to:

- Grade Level Data Analysis
- Technology Training
- MTSS
- Common Core State Standards Planning
- Structure & Standards
- Review of Math Standards(Training on 8 Mathematical Practices)
- Savvas Math Training
- Kagan Strategies
- LCAP Training
- Journeys
- Grade Level Training
- Grade Level Collaboration
- i-Ready
- Safety Training
- Amplify Science Training
- PBIS Training
- Character Strong

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hermosa Elementary School supports ongoing professional growth throughout the year during staff meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the

opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/ curricula.

During the 2023-24, 2024-25, and 2025-26 school years, Hermosa Elementary School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

2023-24 Training:

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

2024-25 Training:

- Orton Gillingham, Science of Reading
- Differentiation
- Learning Without Tears (TK Curriculum)
- Study Sync
- Character Strong
- DBQ Training
- SBCSS - Improving Student Math Achievement
- ALSD Learning Symposium
- Thinking Maps (Supplemental Offering)
- Write from the Beginning (Supplemental Offering)
- PBIS, SEL, MTSS, Differentiated Practice (Supplemental Offering)

2025-26 Training:

- SBCSS Early Learning
- Amira Reading Difficulty Risk (RDR) Training
- SBCSS Math
- Amplify Science

Alta Loma Elementary School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Science of Reading
- Learning Without Tears
- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Interventions & Supports (PBIS)
- Improving Student Math Achievement
- Footsteps to Brilliance
- Connecting Globally World Languages (Dual Immersion)
- Thinking Maps
- Write from the Beginning
- DBQ Training
- Study Sync
- Science of Reading

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
9	9	3

Instructional Materials

All textbooks used in the core curriculum at Hermosa Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education with the exception of the TK materials which are from the most recent local adoption. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	Houghton Mifflin: <i>Journeys California</i>	Y	0%
2023	Learning Without Tears: <i>Get Set for School</i>	N - Local	0%
History-Social Science			
2023	Learning Without Tears: <i>Get Set for School</i>	N - Local	0%
2022	Studies Weekly: <i>Studies Weekly History</i>	Y	0%
Mathematics			
2023	Learning Without Tears: <i>Get Set for School</i>	N - Local	0%
2023	Saavas Learning Company, LLC: <i>Envision Math</i>	Y	0%
Science			
2020	Amplify Education Inc: <i>Amplify</i>	Y	0%
2023	Learning Without Tears: <i>Get Set for School</i>	N - Local	0%

On Wednesday, September 10, 2025, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-10-25(a) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Alta Loma School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.5
Library Clerk	1	0.6
Speech & Language Specialist	1	0.5
Nurse	1	0.1
Health Clerk	1	0.6
Intervention Aide	1	0.6
Psychologist	1	0.5
Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.		

Teacher Assignment

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

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffec- tive" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	22	0.0	0.0	0.0	0.0	22
School %	100	0.0	0.0	0.0	0.0	100
District #	234.4	1	2.5	3.7	3.4	245.1
District %	95.65	0.41	1.02	1.51	1.41	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	21.8	0.0	0.0	0.0	0.0	21.8
School %	100.0	0.0	0.0	0.0	0.0	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	21.8	0.0	0.0	0.0	0.0	21.8
School %	100.0	0.0	0.0	0.0	0.0	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
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% 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			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (Considered “out-of-field” under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.2	0.0
Local Assignment Options	0.0	0.1	0.0
Total Out-of-Field Teachers	0.0	0.3	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	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	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

District Expenditures Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$56,659	\$61,596
Mid-Range Teacher Salary	\$94,609	\$98,902
Highest Teacher Salary	\$126,233	\$126,339
Superintendent Salary	\$273,124	\$288,331
Average Principal Salaries:		
Elementary School	\$151,043	\$158,382
Middle School	\$157,210	\$165,207
High School	N/A	\$162,237
Percentage of Budget:		
Teacher Salaries	30.64%	31.29%
Administrative Salaries	5.64%	5.83%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Alta Loma School District spent an average of \$15,454 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- American Rescue Plan- Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Child Nutrition
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$10,808	N/A	N/A	N/A	N/A
Restricted	\$1,633	N/A	N/A	N/A	N/A
Unrestricted	\$9,175	\$9,629	95.3%	\$11,146	82.3%
Avg Teacher Salary	\$94,589	\$98,589	95.9%	\$101,700	93.0%
<i>Note: Cells with N/A values do not require data.</i>					

SARC Data DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2025 and school facilities sections was acquired in August 2025.