

Ellerhorst Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Ellerhorst Elementary School
Street	3501 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1299
Phone Number	(510) 231-1426
Principal	Greg Whaling
Email Address	gwhaling@wccusd.net
School Website	www.wccusd.net/ellerhorst
County-District-School (CDS) Code	07617966004733

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Ellerhorst Elementary School is located in the city of Pinole and in historic Pinole Valley. The creek that flows beside the campus was once the campsite for local Miwok Indians and an early ruin from the Spanish Rancho era can be found nearby. The school was built in 1960 and named in honor of Frances L. Ellerhorst, one of Pinole's earliest and most respected teachers. Ellerhorst Elementary is a K-6 school configuration that offers students a rigorous curriculum that is supported by technology, innovation, and an experienced staff of teachers and paraprofessionals. Large class libraries, bolstered by tablet technology and a well-maintained school library, students have access to a wide variety of literary and informational text documents and education-oriented applications. The site's science materials inventory and science lab and the demonstration gardens assist students in engaging in hands-on science learning. Through the financial and parental support of its PTA and Dads' Club, Ellerhorst sends its students on a wide variety of field study trips. Support services assist students with learning disabilities through speech and language therapy, occupational therapy, special education services, a learning center for assisting students to catch up to grade level performance and dedicated support for English Learners (ELs) to access the content area curricula.

MISSION STATEMENT: At Ellerhorst Elementary School, we are committed to:

- Treating everyone with courtesy, dignity, and respect.
- Respecting, celebrating, and welcoming the diversity and contributions of all members of our school community.
- Providing a safe and productive environment in which to learn, teach, work, and participate.
- Using instructional strategies that meet each child's unique needs to reach his or her goals for success.
- Working with the community to develop well-rounded, life-long learners and contributing members of a global society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	44
Grade 2	43
Grade 3	48
Grade 4	48
Grade 5	45
Grade 6	46
Total Enrollment	312

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
Asian	9%
Black or African American	7.4%
Filipino	5.8%
Hispanic or Latino	44.2%
Two or More Races	10.9%
White	22.8%
English Learners	14.1%
Homeless	1.9%
Socioeconomically Disadvantaged	38.1%
Students with Disabilities	20.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	91.52	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.33	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	3.20	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	18.70	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	90.48	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.06	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	5.82	50.30	3.30	11953.10	4.28
Unknown	0.50	2.64	91.20	5.99	15831.90	5.67
Total Teaching Positions	18.90	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	1.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.60	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys & Girls Club portable - Replace ceiling in front of the door.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	MPR - Men's restroom GFCI is not working. MPR stage replace light fixtures with LED. Exterior - Lights are out in the K building hallway and in the corridor in front of the staff entrance door. Boys & Girls Club portable - Two lights are out. Main office hallway - A light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	MPR - Men's restroom GFCI is not working. C building - Boys restroom toilet seats are loose. Girls toilet seats are loose. K building - C-building 2nd floor boys bathroom - Reinstall the hand dryer. D-building 2nd floor boys bathroom - Reinstall the hand dryer.

School Facility Conditions and Planned Improvements

			Staff restroom - A toilet seat is loose.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Boys & Girls Club portable - Replace siding around the handicap ramp.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Exterior - Doors need to be picked up.

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.

Percentages are not calculated 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	36	32	32	47	46
Mathematics (grades 3-8 and 11)	25	35	21	22	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	188	187	99.47	0.53	36.02
Female	84	83	98.81	1.19	39.76
Male	104	104	100.00	0.00	33.01
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	46.67
Black or African American	18	18	100.00	0.00	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	26.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	20.00
White	41	41	100.00	0.00	60.98
English Learners	28	27	96.43	3.57	11.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.10	0.90	24.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	3.23

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	187	186	99.47	0.53	35.48
Female	83	83	100.00	0.00	32.53
Male	104	103	99.04	0.96	37.86
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	18	18	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	88	87	98.86	1.14	29.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00
White	41	41	100.00	0.00	51.22
English Learners	27	26	96.30	3.70	11.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	109	99.09	0.91	24.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	6.67

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.19	17.78	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	45	100.00	0.00	17.78
Female	24	24	100.00	0.00	12.50
Male	21	21	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	8.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	28.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	97.8	97.8	97.8	97.8	97.8

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.

2023-24 Opportunities for Parental Involvement

Family Involvement is very important at Ellerhorst Elementary School. Families volunteer in the classrooms on a daily basis, helping teachers with small group instruction and classroom activities. They accompany teachers and students to the library, assist in the computer lab, and drive and chaperon students on study trips. In addition, a number of alumni parents whose students have already promoted from Ellerhorst continue to return and volunteer in classrooms, as yard supervisors and in the office.

PTA and DAD'S CLUB: Ellerhorst has a very active Parent Teacher Association (PTA) and an affiliated Dad's Club. Together these groups have over 200 members. Both groups meet monthly to plan and implement an array of school and family activities, both to fund raise and to build community. Their first activity of the year is to facilitate the sign-ups for classroom support and the various committees. The PTA uses multiple methods to disseminate information to our families on upcoming events, academic information, etc.

Prior activities sponsored by our PTA and Dad's Club include a fall Ice Cream Social, a Kindergarten Introductory Play Date in the Park, the Walk-A-Thon fundraiser, an on campus Pumpkin Patch and Farm, the annual Pumpkin Contest, the Halloween Haunted Hallway, Trunk or Treat, Halloween Costume Parade with the local High School Marching Band, Winter Wonderland Festival, monthly Movie Nights, Pasta Feed, Carnival, Talent Show, Book Fairs, Science Fairs, multiple After School Enrichment Programs, student yearbook, and a parent-sponsored Student Council, Staff Appreciations, and donation drives for food, warm coats, and Toys for Tots. There are also several other fundraiser activities, and the funds raised by the PTA and the Dad's Club support extra supplies for classrooms, the Accelerated Reader Program, technology, supplemental math and science software for all grade levels, assemblies, and study trips.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council (SSC) composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The committee meets monthly. Additional meetings are scheduled when needed.

ENGLISH LEARNER ADVISORY COMMITTEE: The Ellerhorst English Learner Advisory Committee makes decisions about

2023-24 Opportunities for Parental Involvement

programs and issues pertaining to the English Learner population.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	339	328	106	32.3
Female	156	151	50	33.1
Male	183	177	56	31.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	31	29	5	17.2
Black or African American	29	28	9	32.1
Filipino	18	18	3	16.7
Hispanic or Latino	152	148	60	40.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	13	38.2
White	74	71	16	22.5
English Learners	52	50	15	30.0
Foster Youth	2	2	1	50.0
Homeless	9	9	7	77.8
Socioeconomically Disadvantaged	203	197	78	39.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	74	35	47.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.25	1.18	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0
Female	0.64	0
Male	1.64	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.9	0
Filipino	0	0
Hispanic or Latino	0.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.35	0
English Learners	1.92	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.67	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

2023-24 School Safety Plan

5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	
1	25		4	
2	20	4		
3	25		4	
4	29		2	
5	29		2	
6	30		2	
Other	18	8	4	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	20	4		
2	25		4	
3	20	4		
4	22		4	
5	30		2	2
6	23		4	
Other	12	6		

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	16	4	0	0
1	21	2	2	0
2	19	3	0	0
3	23	0	4	0
4	21	1	1	0
5	30	0	2	2
6	22	0	4	0
Other	17	7	2	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7119.04	2470.21	4648.83	57911.18
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-17.1	-29.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-23.6	-41.1

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON
 BARNES AND NOBLE INC
 BRAINPOP LLC
 CAMCOR INC
 CLAY PEOPLE INC
 EXPLORELEARNING ORDERS
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 IXL LEARNING
 LEXIA LEARNING SYSTEMS LLC
 PROJECT LEAD THE WAY INC
 S & S WORLDWIDE
 SCHOOL MATE
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 ULINE INC

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

The Ellerhorst staff engages in staff workshops, and grade-level collaboration, and attends outside training on a regular basis. Every teacher has been trained for the introduction of our new English Language Arts curriculum of Units of Study from Teachers College. Additionally, for the last few years, the staff is focused on the district's other major areas of focus in Mathematics and English Language Development. These goals align with our LCAP plan and the Common Core State Standards. The staff continues to honor the use of academic data to inform instruction and provides effective support for students who are preparing to take the Common Core-Aligned state assessment for language arts and math.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this quality and leadership, the district provides teachers, administrators, and other personnel with ongoing professional development focused on improving teaching and learning. The teachers are provided support through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations, as well as both on and off-site professional development in Common Core-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, and educational technology. A primary goal of the professional development program is to ensure that all students are served by skilled, highly-qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	38	17	17