

# Michelle Obama 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/fq/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

<b>School Name</b>	Michelle Obama School
<b>Street</b>	629 42nd Street
<b>City, State, Zip</b>	Richmond, CA 94805
<b>Phone Number</b>	(510) 231-1456
<b>Principal</b>	Claudia Velez
<b>Email Address</b>	cvelez@wccusd.net
<b>School Website</b>	www.wccusd.net/MichelleObamaSchool
<b>County-District-School (CDS) Code</b>	07617966005045

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Our mission at Michelle Obama School is to prepare all students to be perseverant, autonomous learners who achieve academic excellence and embody a love of learning in order to positively transform our communities.

Michelle Obama students engage in a rigorous standards-based, Common Core-aligned curriculum. We provide high-quality, deeper learning educational experiences that enable all students to make positive life changes, strengthen our community, and successfully participate in a diverse and global society. Our school delivers excellent learning and teaching experiences in safe student-centered learning environments. We develop and maintain productive community partnerships through individual and collective accountability. Our goal is to be inclusive of all members of the school community as we strive to provide equitable opportunities for success. All staff members engage in a multitude of professional development workshops and training that support and enhance teaching and learning.

Our goals are based on frequent and consistent data that reveals what our students need and how to support the teaching and learning to ensure needs are met. We expect students to grow in their reading and math to levels of proficiency. Our core values include both students and adults developing a deep sense of agency in order to strengthen and reflect on our abilities to produce a culture of persistence in working towards our goals.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	69
Grade 2	64
Grade 3	46
Grade 4	57
Grade 5	59
Grade 6	63
Total Enrollment	431

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.2%
Asian	8.8%
Black or African American	11.1%
Filipino	1.2%
Hispanic or Latino	66.4%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	5.6%
White	5.1%
English Learners	42%
Homeless	0.9%
Socioeconomically Disadvantaged	62.4%
Students with Disabilities	16.7%

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.50	94.61	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.39	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.00	0.00	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	18.50	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.10	90.56	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.10	5.47	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	50.30	3.30	11953.10	4.28
<b>Unknown</b>	0.80	3.92	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	21.10	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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.00</b>

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	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4	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%

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

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Room B-02 - Replace ceiling tile "Mid-room" where edge is torn.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Room K-03C - Toilet is very slow. Adjust flushometer or replace.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Room D-07 - Door closer needs adjustment.  Room D-05 Learning Studio - Adjust door closer. The door slams shut; it is NOT a HVAC issue.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	27	24	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	24	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
<b>All Students</b>	226	221	97.79	2.21	23.98
<b>Female</b>	114	112	98.25	1.75	28.57
<b>Male</b>	112	109	97.32	2.68	19.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	15	83.33	16.67	20.00
<b>Black or African American</b>	30	30	100.00	0.00	23.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	146	146	100.00	0.00	19.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	10	83.33	16.67	--
<b>White</b>	11	11	100.00	0.00	54.55
<b>English Learners</b>	85	82	96.47	3.53	9.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	150	148	98.67	1.33	18.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	44	97.78	2.22	13.64

## 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
<b>All Students</b>	226	221	97.79	2.21	24.43
<b>Female</b>	114	112	98.25	1.75	25.89
<b>Male</b>	112	109	97.32	2.68	22.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	16	88.89	11.11	25.00
<b>Black or African American</b>	30	30	100.00	0.00	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	146	146	100.00	0.00	22.60
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	10	83.33	16.67	--
<b>White</b>	11	11	100.00	0.00	45.45
<b>English Learners</b>	85	83	97.65	2.35	13.25
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	150	147	98.00	2.00	17.01
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	43	95.56	4.44	18.60

## 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
<b>Science</b> (grades 5, 8 and high school)	18.03	8.77	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
<b>All Students</b>	59	57	96.61	3.39	8.77
<b>Female</b>	26	26	100.00	0.00	7.69
<b>Male</b>	33	31	93.94	6.06	9.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	38	38	100.00	0.00	5.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	29	29	100.00	0.00	6.90
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	43	97.73	2.27	4.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	10	90.91	9.09	--

## 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	96.6	98.3	98.3	98.3	98.3

## 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

Michelle Obama School is in its second year of implementing the community school model. We are working on the implementation of new opportunities and deepening the level of involvement from our parents/guardians and outside school community.

**PARENT INVOLVEMENT PROGRAMS:** The school involves parents by informing them of the programs offered at the school site. Each month parents are offered opportunities to attend Coffee Chats and other meeting forums to gain educational information related to student learning. To date we offer the following:

- Back-to-School Night, Parent Teacher Conferences and Open House.
- Monthly parent education meetings (topics include: Common Core, College/Career Preparedness, Understanding the Report Card, Multiple Method Math Instruction, School Wide Data Review, Efficacy and Mindset practices)
- Family Literacy Night
- Family STEM Night
- Test-Prep Workshop for parents
- Focus Groups based on parent need i.e. literacy workshops, testing skills workshops, effective parent-teacher conference workshops, math workshops, homework workshops, and a series of educational parent workshops

**SCHOOL SITE COUNCIL (SSC):** The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

**ELAC:** The ELAC Committee advises the SSC on needs of English Learners and consults the SSC regarding school plans and budgets. We also offer parents the opportunity to attend English Learner classes four mornings per week. This program is offered through Adult Education.

The African American Advisory Committee meets monthly to review data and deliver input on programs and needs.

## 2023-24 Opportunities for Parental Involvement

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

PTA- The Michelle Obama PTA was formed in January 2017. The board meets monthly and General Association meetings occur 3 times per year. The PTA is instrumental in partnering with all other groups to assist with parent nights, school functions such as the Spelling Bee, Math Olympiad, and fundraising for student

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	461	192	41.6
Female	236	232	90	38.8
Male	231	229	102	44.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	45	44	14	31.8
Black or African American	49	48	22	45.8
Filipino	5	5	0	0.0
Hispanic or Latino	311	308	134	43.5
Native Hawaiian or Pacific Islander	7	7	6	85.7
Two or More Races	25	25	10	40.0
White	23	22	5	22.7
English Learners	217	216	88	40.7
Foster Youth	0	0	0	0.0
Homeless	5	4	1	25.0
Socioeconomically Disadvantaged	310	308	140	45.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	84	33	39.3

## 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
<b>Suspensions</b>	0.00	0.90	1.07	0.01	3.97	4.81	0.20	3.17	3.60
<b>Expulsions</b>	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
<b>All Students</b>	1.07	0
<b>Female</b>	0.42	0
<b>Male</b>	1.73	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	6.12	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.64	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0.46	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0.97	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	3.57	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	5		1
1	18	4		
2	22		4	
3	24		4	
4	33			
5	25		4	
6	29		2	
Other	26		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	19	4	4	
1	21	2	4	
2	22		4	
3	22		4	
4	30		2	
5	33		2	
6	28		4	
Other	30		2	

## 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	18	6	2	0
1	23	0	6	0
2	21	0	6	0
3	23	0	4	0
4	29	0	4	0
5	30	0	4	0
6	32	0	4	0
Other	0	0	0	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	7433.50	2530.35	4903.14	59954.85
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-11.8	-26.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-18.7	-37.8

## Fiscal Year 2022-23 Types of Services Funded

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

AMAZON  
 BAY AREA COMMUNITY RESOURCES  
 D HARRIS TOURS INC  
 DIDAX EDUCATIONAL RESOURCES INC  
 EAST BAY CENTER FOR PERFORMING ARTS  
 ELIZABETH MINIFIE  
 FIRST STUDENT INC  
 KBA DOCUMENT SOLUTIONS, LLC  
 PERMA-BOUND BOOKS  
 PLUSHY FEELY CORP  
 SCHOOL SPECIALTY LLC  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 SPRINGBOARD COLLABORATIVE  
 THE K-12 OER COLLABORATIVE  
 THINK SOCIAL PUBLISHING INC  
 US BANK

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

## Professional Development

The primary areas of focus for staff development are derived from district goals in accordance with student needs. The data used to determine the pertinent needs of our student population include:

- STAR Assessment for reading and math
- Expeditionary Learning (EL) for English language arts (reading, writing, foundational skills- K-3); pre, mid, and end-of-module performance tasks, unit assessments. In K-2 foundational skills cycle assessments.
- English Language Proficiency Assessments for California (ELPAC)
- Eureka math module assessments (beginning, middle, end)
- Ongoing common assessment data at each grade level

Michelle Obama school goals include the following:

PD. Professional development centered on our IPG priority: Students do the majority of the work of the lesson

## Professional Development

Peer observation: Create feedback protocols and practice with generic videos ? Teachers video themselves and then share feedback with one another based on video evidence ? In-person observations and feedback

Coaching. Coaching cycles with teachers with students doing the majority of the work as the focus.

Conditions for assessment

Teachers develop plans for setting students up for a clear understanding of the stakes and opportunity with assessment  
Growth mindset lessons

Teacher and student goal setting and data analysis based on iReady data

Whole staff data analysis PD following beginning-of-year and mid-year iReady assessment administrations  
Teachers develop plans for students to do individual goal setting based on assessment

We will continue to deepen our understanding of the K-6 module lessons in both EL and Eureka Math and effective implementation by:

Studying modules in collaboration before teaching them

Studying lessons and reading texts in collaboration prior to teaching them

Analyzing student work

We will continue to deepen our understanding of how EL education supports students in becoming strong writers so that we can grow their writing via high-quality instructional materials.

We will deepen our understanding of how to accurately diagnose unfinished learning and appropriately address it while still accelerating student learning.

In order to support these two instructional priorities, we have two additional priorities that we will work towards as a staff: We will work to refine our team teaching approach by clearly defining roles and responsibilities and how we collaborate together.

We will work to define how to use our space to support deeper student learning as well as provide students with targeted support.

Professional developments to address these goals include:

- Ongoing professional development sessions that involve collective efforts to implement creative and innovative teaching and learning strategies.
- Standards-based professional development.
- Grade-level planning days (onsite).
- Collaboration days to analyze data using the DDI cycle of inquiry (onsite).
- Onsite peer observation cycles inclusive of all teachers observing each other and providing reflective feedback.
- A series of social/emotional workshops provided by onsite collaboration with school partner organizations.
- Teachers in their first three years of teaching receive professional development and support through TIP.
- Teachers and administrators attending professional development conferences, such as UnboundEd Standards Institute, and Leadership Community of Practices in partnership with the Chamberlain Foundation; including curriculum training for ELA and math programs, and race and equity training.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. 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.

# Professional Development

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	29