

Peres K-8 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	Peres K-8 School
Street	719 5th Street
City, State, Zip	Richmond, CA 94801-2655
Phone Number	(510) 231-1407
Principal	Christy Chen
Email Address	cchen@wccusd.net
School Website	www.wccusd.net/peres
County-District-School (CDS) Code	07617966004907

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

At Peres K-8 School, we believe that all learners can and will succeed in a rigorous educational environment. We value and instill the principles of efficacy by emphasizing a "work hard, get smart" mindset for students and staff. We use data-driven instruction to ensure that we remain focused on our goal of proficiency and college readiness for all students. Our structured school environment aims to not only build academic proficiency, but also develop strong character.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	61
Grade 2	66
Grade 3	46
Grade 4	67
Grade 5	70
Grade 6	57
Grade 7	47
Grade 8	44
Total Enrollment	537

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9%
Male	47.1%
American Indian or Alaska Native	0.2%
Asian	1.3%
Black or African American	13.2%
Filipino	0.6%
Hispanic or Latino	81.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	2.8%
White	0.4%
English Learners	57.4%
Foster Youth	0.2%
Homeless	1.5%
Socioeconomically Disadvantaged	91.2%
Students with Disabilities	16.8%

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)	18.80	75.85	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	4.50	18.44	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.51	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.17	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	24.80	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)	20.20	70.08	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	6.64	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	12.59	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.48	50.30	3.30	11953.10	4.28
Unknown	2.90	10.10	91.20	5.99	15831.90	5.67
Total Teaching Positions	28.90	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	1.00
Misassignments	1.10	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	3.60

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	0.20	0.10
Total Out-of-Field Teachers	0.20	0.10

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)	6.7	19.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.8	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, grades TK-5, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022	Yes	0%

	McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014		
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6-8, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grades 6-8, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2017 - adopted 2020	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	Hallway by room 20 - Replace the unisex sign at the restroom. Room 21 - Replace the room number. Room 22 - Replace the room number. Unisex restroom by the learning center - Pant around the urinal. Office - Repair the Formica edges on the counter tops.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Boys restroom by room 20 - Replace diffusers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Playground - The exterior drinking fountains are plugged in back of K-1, by room 13, in back of the teachers room. There is evidence of a water leak at the exterior wall in back of the teachers room at the shut off valve.

School Facility Conditions and Planned Improvements

			<p>Boys restroom by the MPR - The sink faucet is not working. Clean the toilet seats of all paint.</p> <p>Hallway by room 20 - Replace the unisex sign at the restroom.</p> <p>Unisex restroom by the learning center - Pant around the urinal.</p> <p>Boys restroom by room 20 - Replace diffusers.</p> <p>Girls restroom by room 20 - Clean the toilet seats of all paint.</p> <p>Girls restroom by room 7 - Repair the toilet partition boots.</p> <p>Boys restroom by room 7 - Repair the toilet partition boots.</p> <p>Restroom by room 4 - Replace the handrail.</p> <p>Unisex restroom by the learning center - Replace the handicap stall door.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>Room 21 - Replace the room number.</p> <p>Room 22 - Replace the room number.</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X	<p>Playground - The playground needs to be restriped; the painted lines cannot be seen anymore. Paint the basketball boards.</p> <p>Office - Replace the back door in front of room 11; it has dry rot.</p> <p>Playground by K2 - The rubber coating is coming off the play structure steps platform.</p> <p>Preschool playground - Repair the mats at the play structure.</p> <p>Playground by the library - Repair the mats around the edges.</p>

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)	14	13	32	32	47	46
Mathematics (grades 3-8 and 11)	8	7	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	325	312	96.00	4.00	12.82
Female	170	161	94.71	5.29	14.29
Male	155	151	97.42	2.58	11.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	270	258	95.56	4.44	12.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	181	170	93.92	6.08	1.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	301	96.17	3.83	12.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	4.08

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	326	319	97.85	2.15	7.21
Female	171	169	98.83	1.17	4.73
Male	155	150	96.77	3.23	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	39	97.50	2.50	5.13
Filipino	--	--	--	--	--
Hispanic or Latino	271	266	98.15	1.85	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	181	180	99.45	0.55	2.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	307	98.08	1.92	6.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	46	90.20	9.80	0.00

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)	2.08	7.34	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	109	109	100.00	0.00	7.34
Female	62	62	100.00	0.00	11.29
Male	47	47	100.00	0.00	2.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	90	90	100.00	0.00	7.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	59	100.00	0.00	1.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	104	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

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	97	97	97	97
Grade 7	90.5	95.2	97.6	97.6	97.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents at Peres K-8 School will have opportunities to:

- Review and receive training in the Title I School-Level Parent Involvement Policy.
- Support teaching and learning by volunteering as classroom support, study trip chaperones, etc.
- Access on-site parent education through the Coffee Club or workshops
- Receive training in parenting and student educational advocacy through Parent Workshops

Parental involvement activities include:

- Parent Grade Level Meetings
- Family Literacy Night
- Title I Parent Meetings
- Parenting Workshops
- School Site Council
- English Language Advisory Committee
- African American School Advisory Team
- Peres Dental Program
- Parent Coffee Club
- Parent University
- English Class for Parents
- STEAM Night
- Parent Volunteer Program

SCHOOL COMMUNITY WORKER: works with parents to provide information about resources available at Peres K-8 School and resources available in the community. Guest speakers from the Contra Costa County Health Services and the City of Richmond will provide a series of skilled training sessions to meet the needs of all of our stakeholders. The school community worker and the Parent liaison are both responsible in assisting parents to navigate the community systems to ensure that they

2023-24 Opportunities for Parental Involvement

adequately aware of available resources.

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

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): Monthly ELAC meetings are held to provide parents of English language learners with information to support their children's education.

AFRICAN AMERICAN SCHOOL ADVISORY TEAM (AASAT): Monthly AASAT meetings are held to provide parents of African American students with information to support their children's education.

PARENT COFFEE CLUB: takes place once a month with the goal of bringing parents to discuss topics of mutual interest that will help support their children's academic and behavioral needs. A significant focus of ours is to assist all parents in reinforcing grade-level standards at home. Our community workers assist with planning special events, training, and grade-level data meetings.

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

* All these opportunities are still available for parents if we return to the school site. Currently parent team meetings have been converted to virtual meetings while we are in distance learning.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	564	263	46.6
Female	318	302	138	45.7
Male	274	262	125	47.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	9	7	7	100.0
Black or African American	75	73	42	57.5
Filipino	3	3	1	33.3
Hispanic or Latino	481	460	200	43.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	17	16	10	62.5
White	4	2	1	50.0
English Learners	360	345	157	45.5
Foster Youth	1	1	0	0.0
Homeless	12	12	9	75.0
Socioeconomically Disadvantaged	556	542	257	47.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	103	67	65.0

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	4.61	8.11	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	8.11	0
Female	5.97	0
Male	10.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	21.33	0
Filipino	0	0
Hispanic or Latino	5.82	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	17.65	0
White	0	0
English Learners	5.83	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	8.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.42	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.
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	22	2	6	
1	26		4	
2	24		6	
3	25		6	
4	35			4
5	33			
6	30		12	
Other	34			2

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	17	8	2	
1	22		6	
2	24		4	
3	23		6	
4	25		6	
5	31		4	
6	22	6	14	
Other	11	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	23	2	6	0
1	20	4	2	0
2	26	4	0	2
3	23	0	4	0
4	30	0	4	0
5	29	0	4	0
6	36	0	12	4
Other	15	4	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	895

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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1

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	6934.77	2551.33	4383.44	54964.75
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-22.9	-34.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-40.2	-46.1

Fiscal Year 2022-23 Types of Services Funded

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

ABDO PUBLISHING
 AMAZON
 BLICK ART MATERIALS LLC
 CATHOLIC CHARITIES CYO OF THE ARCHD
 D & D SECURITY RESOURCES, INC.
 D HARRIS TOURS INC
 EAST BAY CENTER FOR PERFORMING ARTS
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 FRANKLIN COVEY CLIENT SALES, INC
 GOPHER SPORT
 GROWING TOGETHER - BAY AREA INC
 KBA DOCUMENT SOLUTIONS, LLC
 LEXIA LEARNING SYSTEMS LLC
 LOVE LEARN SUCCESS
 MICHAELS TRANSPORTATION
 MUSEUM OF CHILDRENS ART (MOCHA)
 OAKLAND ZOO
 PANERA BREAD COMPANY
 RICHMOND ART CENTER
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 THE K-12 OER COLLABORATIVE
 US BANK
 WEST CONTRA COSTA PUBLIC EDUCATION
 ZEARN 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

Professional Development Plans are aligned to CCSS Key Areas of Focus:

Focus Area #1: Mathematics

* Formative Assessments

* Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary through number talks, three reads, and lesson study.

*Using and scoring authentic performance tasks/assessments, including item analysis (I-Ready)

* Lesson Internalization

Focus Area #2: English Language Arts

* Including more informational reading and writing in daily practice and citing evidence from the text (using the close reading strategy)

* Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary

* Using genuine formative assessments to guide instruction frequently (Exit tickets, Mid & End of Module Assessments)

* Lesson Internalization

Focus Area #3: English Language Development

- Providing daily, rigorous English Language Development (ELD) instruction
- Developing and citing daily language objectives that frame opportunities for student discourse
- Using genuine formative assessments to guide instruction frequently

Professional Development will take place three Fridays in a month. Teachers will also attend WCCUSD PD opportunities. School site-provided PD is aligned to teacher needs and student achievement goals.

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	15	14	20