

Betty Reid Soskin Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Betty Reid Soskin Middle School
Street	1121 Allview Avenue
City, State, Zip	El Sobrante, CA 94803-1099
Phone Number	(510) 231-1447
Principal	Jay Eirvin
Email Address	JEirvin2@wccusd.net
School Website	www.wccusd.net/bettyreidsoskin
Grade Span	6-8
County-District-School (CDS) Code	07617966061170

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Betty Reid Soskin Middle School follows the District Mission that contends that all students will be treated with equity and have the opportunity for a quality education. Soskin Middle's School Vision states, "Soskin Middle School will foster students' love for learning, cultivate students' confidence in their own abilities to learn and grow, and equip students with the tools, skills, and habits to navigate high school and beyond." As an educational community, we are dedicated to reaching our full potential, and we believe that learning requires self-esteem, personal effort, mutual respect, a safe environment, adequate resources and clear goals. Together we work to develop a rigorous curriculum, a variety of school activities, and a network of support services so that "all students may achieve academic and personal success as they prepare to become lifelong learners and productive

2024-25 School Description and Mission Statement

citizens in our democratic society." As a Professional Learning Community, we have adopted the Common Core State Standards in our instruction and assessment practice including the goals of increased use of Close Reading strategies, Student Discourse, and Authentic Assessments. As a learning community, we revisit our vision yearly to determine if we need to add any additional goals for our students.

With the vision in mind, the Soskin educational program is based on the traditional six-subject day. There is a full range of special education and ELD services as well as the regular education program. The school also offers beginning and advanced band as well as orchestra. As incentives, special celebrations are held for Students of the Month.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	196
Grade 8	182
Total Enrollment	378

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	0.8
Asian	12.4
Black or African American	19.6
Filipino	5
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	7.1
White	6.9
English Learners	26.5
Foster Youth	1.1
Homeless	1.6
Socioeconomically Disadvantaged	62.7
Students with Disabilities	20.9

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)	13.40	77.91	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)	1.70	10.17	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	10.93	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.93	26.30	1.87	18854.30	6.86
Total Teaching Positions	17.20	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)	18.70	71.44	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.60	6.31	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	9.05	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	9.20	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.88	91.20	5.99	15831.90	5.67
Total Teaching Positions	26.30	100.00	1522.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	69.32	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	20.09	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.52	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.30	5.97	94.30	6.58	14303.80	5.15
Total Teaching Positions	22.10	100.00	1433.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	2.2
Misassignments	1.70	2.30	2.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.70	2.30	4.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.30	1.30	1
Local Assignment Options	1.50	1.00	0
Total Out-of-Field Teachers	1.80	2.40	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.80	6.2	13.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	4.8	2.7

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014	Yes	0%
Mathematics	Larsen Brothers Big Ideas Math, c2015 - adopted 2017	Yes	0%
Science	Amplify Science, c2020 - adopted 2020	Yes	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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: 8/2/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer		: 435: 2. VENT IS DIRTY. 4. WALL IS MARRED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALLS (HALLWAY). (WILLIAMS NOTICE NOT POSTED)
Interior: Interior Surfaces	X	<p>100/ WELLNESS CENTER: 4. CEILING TILES HAVE HOLES (HALLWAY). 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. LIGHT DIFFUSER IS MISSING (ALSO IN HALLWAY). LIGHT PANEL IS OUT (HALLWAY). LIGHT FIXTURE IS MISSING EXPOSING LIVE WIRES (HALLWAY) 10. MULTIPLE BURNED CANDLES ARE PRESENT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>101: 4. CEILING TILE IS BROKEN. WALL IS MARRED. 5. ROOM IS CLUTTERED. FLOOR IS DIRTY. 11. PAINT IS PEELING ON DOOR.</p> <p>102: 4. WALL IS MARRED (HALLWAY). CEILING TILES ARE MARRED. CEILING TILES ARE MISSING. 7. MULTIPLE LIGHT DIFFUSRRS MISSSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>104: 4. WATER STAINS/DAMAGE TO WALL (NEAR FAN).</p> <p>201: 4. CEILING TILE IS MISSING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. LIGHT DIFFUSER IS MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>204: 4. WALL IS MARRED (HALLWAY). SINK CABINET DOOR IS BROKEN. MOUNT FOR FIRE EXTINGUISHER IS LOOSE. 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED. 9. ONE FAUCET HAS NO FLOW.</p> <p>206: 4. WALL IS MARRED (HALLWAY). 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>208 SPEECH: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>301: 4. RUBBER MOULDING IS MISSING. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)</p> <p>302: 4. CEILING TILES ARE LOOSE. WALL HAS DAMAGE. FLOOR TILES ARE BROKEN. 5. COVES ARE DIRYY AT ENTRY.</p> <p>304: 4. VENT COVER IS BENT. 10. PLUG IN AIR FRESHENER. (WILLIAMS NOTICE NOT POSTED)</p> <p>306: 4. CEILING TILES ARE DAMAGED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY.</p>

School Facility Conditions and Planned Improvements

307: 4. WALL HAS DAMAGE. 7. CONDUIT OUTLET COVER PLATE IS MISSING.

308: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. FLOOR IS DIRTY.

309: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.

310: 4. CEILING TILES ARE LOOSE. 5. EXCESSIVE AMOUNT OF DUST ON DOOR HINGE.

312: 4. WALL PANELING IS DAMAGED. RUBBER MOLDING IS MISSING. WALL IS MARRED. 7. CLOCK IS MISSING EXPOSING WIRES. LIGHT DIFFUSERS ARE MISSING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING (HALLWAY).

313: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING (HALLWAY). LIGHT DIFFYSER HAS WATER STAIN. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS OBSCURED.

400: 4. WALL IS MARRED (HALLWAY).

403: 4. WALL PAPER IS TORN. SHELF IS BENT. 7. ETHERNET BOX IS LOOSE FROM WALL.

404: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.15. DOOR IS DAMAGED.

406/ LOUNGE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 15. DOOR CLOSER COVERIS MISSING.

414 SUPPLES/RCORDS: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.

419/ OFFICE LOBBY: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (GORILLA TAPED). 10. MULTIPLE BURNED CANDLES ARE PRESENT.

435: 2. VENT IS DIRTY. 4. WALL IS MARRED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALLS (HALLWAY). (WILLIAMS NOTICE NOT POSTED)

436: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

802: 4. RUBBER MOULDING IS LOOSE. 10. ROOM ID IS TAPED OVER. 12. FOUNDATION FLASHING IS RUSTED/ DETERIORATING. DRY ROT ON SIDING AND EAVES.

BOYS REST ROOM (NEAR 313): 4. HOLE IN WALL BEHIND STALL DOOR. 8. ONE URINAL DOES NOT FLUSH OR DRAIN PROPERLY (HAMMER EFFECT). 10. EMERGENCY EXIT LIGHT IS BROKEN/MISSING (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY).

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM (NEAR 105): 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. GRAFITTI ON INTERIOR WALL. 7. LIGHT PANEL IS OUT (HALLWAY). 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>GIRLS REST ROOM (NEAR 313): 4. MULTIPLE SANITARY NAPKIN CANS ARE MISSING. 5. ROOM HAS A STRONG ODOR. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>GYM: 4. RUBBER MOULDING IS MISSING. CEILING TILES LOOSE AND ARE DAMAGED. 15. ONE DOOR LOCK CYLINDER DOESN'T ENGAGE AND SLIDES OUT. DOOR CLOSER COVERS ARE MISSING.</p> <p>MENS REST ROOM (NEAR 412): 4. FLOORING IS DAMAGED AT ENTRY (HALLWAY).</p> <p>STAGE: 4. WALL IS MARRED.</p> <p>WOMENS REST ROOM (NEAR 412): 4. STALL DOOR SLUDE LOCK HANDLE IS BROKEN/MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>STORAGE: 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>101: 4. CEILING TILE IS BROKEN. WALL IS MARRED. 5. ROOM IS CLUTTERED. FLOOR IS DIRTY. 11. PAINT IS PEELING ON DOOR.</p> <p>201: 4. CEILING TILE IS MISSING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. LIGHT DIFFUSER IS MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>300: 6. LARGE AMOUNT OF ANTS PRESENT AT DOUBLE DOORS IN HALLWAY. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>302: 4. CEILING TILES ARE LOOSE. WALL HAS DAMAGE. FLOOR TILES ARE BROKEN. 5. COVES ARE DIRYY AT ENTRY.</p> <p>303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED AND UNKEPT. 15. KEY STUCK IN DOOR LOCK.</p> <p>306: 4. CEILING TILES ARE DAMAGED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY.</p> <p>308: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. FLOOR IS DIRTY.</p> <p>309: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>310: 4. CEILING TILES ARE LOOSE. 5. EXCESSIVE AMOUNT OF DUST ON DOOR HINGE.</p> <p>404: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.15. DOOR IS DAMAGED.</p> <p>409 BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>414 SUPPLES/RCORDS: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p> <p>436: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>GIRLS REST ROOM (NEAR 105): 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. GRAFITTI ON INTERIOR WALL. 7. LIGHT PANEL IS OUT (HALLWAY). 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>GIRLS REST ROOM (NEAR 313): 4. MULTIPLE SANITARY NAPKIN CANS ARE MISSING. 5. ROOM HAS A STRONG ODOR. (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Electrical</p>		<p>X</p>	<p>STORAGE: 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>102: 4. WALL IS MARRED (HALLWAY). CEILING TILES ARE MARRED. CEILING TILES ARE MISSING. 7. MULTIPLE LIGHT DIFFUSRRS MISSSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>103: 7. ALL BUT TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). TWO LIGHT PANELS ARE OUT. 10. EMERGENCY LIGHT IS LOOSE FROM WALL.</p> <p>200: 7. LIGHT DIFFUSER IS MISSING (HALLWAY).</p> <p>201: 4. CEILING TILE IS MISSING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT END CAP IS MISSING. LIGHT DIFFUSER IS MISSING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>203: 7. ALL BUT ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>204: 4. WALL IS MARRED (HALLWAY). SINK CABINET DOOR IS BROKEN. MOUNT FOR FIRE EXTINGUISER IS LOOSE. 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED. 9. ONE FAUCET HAS NO FLOW.</p> <p>206: 4. WALL IS MARRED (HALLWAY). 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>208 SPEECH: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. LIGHT DIFFUSER IS</p>

School Facility Conditions and Planned Improvements

MISSING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).
209: 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY.
300: 6. LARGE AMOUNT OF ANTS PRESENT AT DOUBLE DOORS IN HALLWAY. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.
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313: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING (HALLWAY). LIGHT DIFFUSER HAS WATER STAIN. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS OBSCURED.
402 JANITOR: 7. MULTIPLE LIGHT DIFFUSERS MISSING (HALLWAY).
403: 4. WALL PAPER IS TORN. SHELF IS BENT. 7. ETHERNET BOX IS LOOSE FROM WALL.
406 TEACHEERS LOUNGE: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR CLOSER COVER IS MISSING.
406/ LOUNGE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.
414 SUPPLES/RCORDS: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.
429/ VICE PRINCIPAL: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. BURNED CANDLE IS PRESENT.
434/ COMPUTER LAB: 7. ONE LIGHT PANEL IS OUT (HALLWAY).
500: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

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			<p>501: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>502: 7. ALL BUT ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>503 OFFICE: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>505: 4. PENCIL SHARPENER COVER IS MISSING. 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>506: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)</p> <p>602: 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>603 MUSIC ROOM: 7. MULTIPLE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR 201): 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 8. TOILET LEAKS AT FITTING.</p> <p>GIRLS REST ROOM (NEAR 105): 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. GRAFITTI ON INTERIOR WALL. 7. LIGHT PANEL IS OUT (HALLWAY). 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>STORAGE: 7. LIGHT DIFFUSER IS MISSING. 10. NO ROOM ID.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>204: 4. WALL IS MARRED (HALLWAY). SINK CABINET DOOR IS BROKEN. MOUNT FOR FIRE EXTINGUISHER IS LOOSE. 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED. 9. ONE FAUCET HAS NO FLOW.</p> <p>305: 9. TWO FAUCETS HAVE LOW FLOWS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>422/ NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR 201): 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 8. TOILET LEAKS AT FITTING.</p> <p>BOYS REST ROOM (NEAR 313): 4. HOLE IN WALL BEHIND STALL DOOR. 8. ONE URINAL DOES NOT FLUSH OR DRAIN PROPERLY (HAMMER EFFECT). 10. EMERGENCY EXIT LIGHT IS BROKEN/MISSING (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY).</p> <p>GIRLS REST ROOM (NEAR 105): 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. GRAFITTI ON INTERIOR WALL. 7. LIGHT PANEL IS OUT (HALLWAY). 9. TWO FAUCETS HAVE HIGH</p>

School Facility Conditions and Planned Improvements

			<p>PRESSURE. ONE FAUCET HAS A LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED) UNISEX REST ROOM (CAFETERIA): 8. MENSTRUAL PRODUCCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR 201): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>WOMENS REST ROOM (NEAR 412): 4. STALL DOOR SLUDE LOCK HANDLE IS BROKEN/MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>100/ WELLNESS CENTER: 4. CEILING TILES HAVE HOLES (HALLWAY). 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. LIGHT DIFFUSER IS MISSING (ALSO IN HALLWAY). LIGHT PANEL IS OUT (HALLWAY). LIGHT FIXTURE IS MISSING EXPOSING LIVE WIRES (HALLWAY) 10. MULTIPLE BURNED CANDLES ARE PRESENT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>101: 4. CEILING TILE IS BROKEN. WALL IS MARRED. 5. ROOM IS CLUTTERED. FLOOR IS DIRTY. 11. PAINT IS PEELING ON DOOR.</p> <p>102: 4. WALL IS MARRED (HALLWAY). CEILING TILES ARE MARRED. CEILING TILES ARE MISSING. 7. MULTIPLE LIGHT DIFFUSRRS MISSSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>103: 7. ALL BUT TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). TWO LIGHT PANELS ARE OUT. 10. EMERGENCY LIGHT IS LOOSE FROM WALL.</p> <p>202: 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>203: 7. ALL BUT ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>205: 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. WINDOW IS BROKEN.</p> <p>206: 4. WALL IS MARRED (HALLWAY). 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>207: 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>208 SPEECH: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>209: 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY.</p> <p>300: 6. LARGE AMOUNT OF ANTS PRESENT AT DOUBLE DOORS IN HALLWAY. 7. TWO LIGHT</p>

School Facility Conditions and Planned Improvements

DIFFUSERS ARE MISSING (HALLWAY). ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.

301: 4. RUBBER MOULDING IS MISSING. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)

304: 4. VENT COVER IS BENT. 10. PLUG IN AIR FRESHENER. (WILLIAMS NOTICE NOT POSTED)

309: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.

313: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING (HALLWAY). LIGHT DIFFUSER HAS WATER STAIN. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS OBSCURED.

404: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 15. DOOR IS DAMAGED.

409 BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.

415/ PRINCIPAL: 10. MULTIPLE BURNED CANDLES ARE PRESENT. PLUG IN AIR FRESHENER. LIGHTER LEFT LAYING OUT ON TABLE.

419/ OFFICE LOBBY: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (GORILLA TAPED). 10. MULTIPLE BURNED CANDLES ARE PRESENT.

429/ VICE PRINCIPAL: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. BURNED CANDLE IS PRESENT.

432/ COUNSELOR: 10. BURNED CANDLE IS PRESENT.

435: 2. VENT IS DIRTY. 4. WALL IS MARRED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALLS (HALLWAY). (WILLIAMS NOTICE NOT POSTED)

500: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

501: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

502: 7. ALL BUT ONE LIGHT DIFFUSER IS MISSING (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

503 OFFICE: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>504: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>505: 4. PENCIL SHARPENER COVER IS MISSING. 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>506: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)</p> <p>507: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)</p> <p>603 MUSIC ROOM: 7. MULTIPLE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>802: 4. RUBBER MOULDING IS LOOSE. 10. ROOM ID IS TAPED OVER. 12. FOUNDATION FLASHING IS RUSTED/ DETERIORATING. DRY ROT ON SIDING AND EAVES.</p> <p>CAFETERIA: 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON SPEED LINE RAILING. 15. DOOR CLOSER IS MISSING. DOOR HANDLE IS BROKEN. LOCK CYLINDER DOES NOT ENGAGE JUST KEEPS TURNING.</p> <p>CUSTODIAN : 10. NO ROOM ID.</p> <p>GIRLS REST ROOM (NEAR 105): 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. GRAFITTI ON INTERIOR WALL. 7. LIGHT PANEL IS OUT (HALLWAY). 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>STORAGE: 10. NO ROOM ID.</p> <p>STORAGE: 7. LIGHT DIFFUSER IS MISSING. 10. NO ROOM ID.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>802: 4. RUBBER MOULDING IS LOOSE. 10. ROOM ID IS TAPED OVER. 12. FOUNDATION FLASHING IS RUSTED/ DETERIORATING. DRY ROT ON SIDING AND EAVES.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>100/ WELLNESS CENTER: 4. CEILING TILES HAVE HOLES (HALLWAY). 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. LIGHT DIFFUSER IS MISSING (ALSO IN HALLWAY). LIGHT PANEL IS OUT (HALLWAY). LIGHT FIXTURE IS MISSING EXPOSING LIVE WIRES (HALLWAY) 10. MULTIPLE BURNED CANDLES ARE PRESENT. 15. DOOR CLOSER COVER IS MISSING.</p>

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202: 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

205: 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. WINDOW IS BROKEN.

209: 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY.

301: 4. RUBBER MOULDING IS MISSING. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)

303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED AND UNKEPT. 15. KEY STUCK IN DOOR LOCK.

305: 9. TWO FAUCETS HAVE LOW FLOWS. 15. DOOR CLOSER COVER IS MISSING.

306: 4. CEILING TILES ARE DAMAGED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED CREATING TRIP HAZARDS. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY.

312: 4. WALL PANELING IS DAMAGED. RUBBER MOLDING IS MISSING. WALL IS MARRED. 7. CLOCK IS MISSING EXPOSING WIRES. LIGHT DIFFUSERS ARE MISSING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING (HALLWAY).

404: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 15. DOOR IS DAMAGED.

406 TEACHEERS LOUNGE: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR CLOSER COVER IS MISSING.

406/ LOUNGE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

413 ELECTRICAL: 15. DOOR CLOSER COVER IS MISSING.

506: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)

507: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. (WILLIAMS NOTICE NOT POSTED)

BOYS REST ROOM (NEAR 313): 4. HOLE IN WALL BEHIND STALL DOOR. 8. ONE URINAL DOES NOT FLUSH OR DRAIN PROPERLY (HAMMER EFFECT). 10. EMERGENCY EXIT LIGHT IS BROKEN/MISSING (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY).

School Facility Conditions and Planned Improvements

				<p>CAFETERIA: 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON SPEED LINE RAILING. 15. DOOR CLOSER IS MISSING. DOOR HANDLE IS BROKEN. LOCK CYLINDER DOES NOT ENGAGE JUST KEEPS TURNING.</p> <p>GYM: 4. RUBBER MOULDING IS MISSING. CEILING TILES LOOSE AND ARE DAMAGED. 15. ONE DOOR LOCK CYLINDER DOESN'T ENGAGE AND SLIDES OUT. DOOR CLOSER COVERS ARE MISSING.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	14	22	32	33	46	47
Mathematics (grades 3-8 and 11)	7	12	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	380	360	94.74	5.26	22.07
Female	172	161	93.60	6.40	21.12
Male	208	199	95.67	4.33	22.84
American Indian or Alaska Native	--	--	--	--	--
Asian	48	47	97.92	2.08	34.04
Black or African American	73	71	97.26	2.74	12.86
Filipino	20	20	100.00	0.00	45.00
Hispanic or Latino	178	163	91.57	8.43	17.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	27.59

White	26	25	96.15	3.85	32.00
English Learners	97	86	88.66	11.34	6.98
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	233	94.33	5.67	17.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	71	97.26	2.74	14.29

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	365	95.80	4.20	12.43
Female	172	164	95.35	4.65	10.43
Male	209	201	96.17	3.83	14.07
American Indian or Alaska Native	--	--	--	--	--
Asian	48	47	97.92	2.08	25.53
Black or African American	73	69	94.52	5.48	5.88
Filipino	20	20	100.00	0.00	30.00
Hispanic or Latino	178	169	94.94	5.06	8.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	10.34
White	26	26	100.00	0.00	23.08
English Learners	97	92	94.85	5.15	4.40
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	248	238	95.97	4.03	9.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	71	97.26	2.74	12.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	9.72	8.18	20.56	20.89	30.29	30.73

2023-24 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	181	174	96.13	3.87	10.98
Female	84	78	92.86	7.14	6.49
Male	97	96	98.97	1.03	14.58
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	26.32
Black or African American	39	37	94.87	5.13	2.70
Filipino	--	--	--	--	--
Hispanic or Latino	81	77	95.06	4.94	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	0.00
White	17	17	100.00	0.00	17.65
English Learners	38	37	97.37	2.63	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	112	95.73	4.27	10.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	19.44

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.4	95.4	95.9	95.4	95.9

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.

2024-25 Opportunities for Parental Involvement

We welcome parental involvement in a number of ways. Regular messages go home informing parents of upcoming events and academic milestones. Parents are invited to visit classes in session with appropriate notice and grade reports are sent home twice each quarter. We have a bilingual School Community Outreach Worker who leads parent outreach efforts, communicates daily with students and parents, and interfaces daily with all stakeholder groups. Parents of struggling students are invited to conferences with all of the child's teachers to discover solutions. The ELAC Committee is made up of parents of English Learners and makes recommendations about how funds will be spent to provide the best possible educational opportunities for those students in the ELD program. The Parents Club assists both faculty and students. Among their activities are the 8th Grade Promotion Ceremony, Teacher Appreciation Luncheon, and Renaissance Fair. We present parent and family involvement evenings focused on our core academic areas.

Every school must have a School Site Council composed equally of school staff and parents. Members of the SSC are elected by their peers (e.g., teachers, classified employees, and parents). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The minimum number of SSC members for a middle school is ten. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852). Betty Reid Soskin has a duly elected and fully functioning School Site Council with meetings to address the needs of the student population of the school. Parent Volunteers are welcome at Betty Reid Soskin to assist with daily activities and special programs approved and presented throughout the year.

Contact Information for Parental Involvement: Soskin Main Office (510) 231-1447

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	412	402	115	28.6
Female	185	183	55	30.1
Male	227	219	60	27.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	48	9	18.8
Black or African American	81	79	28	35.4
Filipino	20	20	3	15.0
Hispanic or Latino	197	192	61	31.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	7	23.3
White	29	27	6	22.2
English Learners	117	116	33	28.4
Foster Youth	--	--	--	--
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	270	266	83	31.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	84	27	32.1

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.88	9.89	12.14	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.14	0.00
Female	12.97	0.00
Male	11.45	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.17	0.00
Black or African American	19.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	17.24	0.00
English Learners	10.26	0.00
Foster Youth	0.00	0.00
Homeless	54.55	0.00
Socioeconomically Disadvantaged	14.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.64	0.00

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

2024-25 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	8	3
Mathematics	27	3	9	2
Science	17	14	8	
Social Science	23	6	10	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	1	8
Mathematics	46	1	4	6
Science	28	2	5	5
Social Science	33	4	4	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	8	2
Mathematics	28	3	4	6
Science	24	6	6	3
Social Science	27	3	4	6

2023-24 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	189

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9830.09	4983.35	4846.74	77171.22
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-16.3	-8.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-75.9	-20.3

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 APPLE COMPUTER INC
 BAY AREA COMMUNITY RESOURCES
 COMMUNITY ALLIANCE FOR LEARNING
 ENVISIONEERS INC
 FOLLETT CONTENT SOLUTIONS LLC
 GROWING TOGETHER - BAY AREA INC
 JASON LAU
 JAY EIRVIN
 KASSIRER ENTERTAINMENT COMPANY
 KBA DOCUMENT SOLUTIONS, LLC
 KURIEO MEDIA LLC
 LUCKY
 MICHAELS TRANSPORTATION
 MUSIC TRAVEL CONSULTANTS LLC
 MY BINDING.COM
 PANERA BREAD COMPANY
 PINOLE FOOD VENTURES, INC
 SOPHIA SERHAN ILICH
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 STUDIOFIVE10 SOCIAL AND
 US BANK
 WCCUSD CENTRAL LIBRARY SERVICES
 X IN A BOX, LLC

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services department 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, 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 ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. The Soskin Instructional Leadership Team has taken on an inquiry based public learner model of professional learning for the 2024-2025 school year. Teachers collaborate weekly over various topics and have monthly collaboration where each teacher presents a learning goal and dilemma and are provided valuable feedback by their colleagues. The goal is to ensure that teachers have time for collaborative, constructivist dialogue that is based in data and inquiry.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	15	35