

Dover Elementary 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

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|--|--------------------------|
| School Name | Dover Elementary School |
| Street | 1870 - 19th Street |
| City, State, Zip | San Pablo, CA 94806-4400 |
| Phone Number | (510) 231-1420 |
| Principal | Gissell Medina |
| Email Address | gmedina@wccusd.net |
| School Website | www.wccusd.net/dover |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 07617966004691 |

2024-25 District Contact Information

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|-------------------------|---|
| 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

Dover Mission Statement: Dover Elementary empowers students to embrace and participate in 21st-century life skills including innovation and problem-solving allowing each student to achieve his or her highest potential.

Dover Values: At Dover, we start each morning with a Dover Love and Panther Pride cheer to remind us to be kind and do our best daily.

Dover School is located in San Pablo, California. Our current enrollment is 488. We have a large Latino population (89%),

2024-25 School Description and Mission Statement

African American (2.5%), White (2.0%), and other or no indicator (5.7%). We serve students in grades preschool through sixth grade. We are classified as a Title 1 school with 100% free and reduced lunch.

In addition to Title 1 and LCFF funds, Dover is supported by grants from the City of San Pablo and the ASES After School Grant. Dover is a Full-Service Community Beacon Community School serving our students and their families

Dover School was built in 1964 and feeds into Helms Middle School. It was rebuilt 10 years ago with grants from the City of San Pablo and the BACR After School Grant. Dover students, parents, and staff continue to be grateful for our beautiful, modern new buildings, which show a commitment to the students in the Dover community.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 72 |
| Grade 2 | 53 |
| Grade 3 | 78 |
| Grade 4 | 76 |
| Grade 5 | 69 |
| Grade 6 | 60 |
| Total Enrollment | 485 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.5 |
| Male | 50.5 |
| Asian | 4.1 |
| Black or African American | 2.5 |
| Filipino | 1 |
| Hispanic or Latino | 87.8 |
| Native Hawaiian or Pacific Islander | 1.2 |
| Two or More Races | 1.6 |
| White | 1.6 |
| English Learners | 62.1 |
| Foster Youth | 0.2 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 85.8 |
| Students with Disabilities | 14 |

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) | 26.10 | 100.00 | 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) | 0.00 | 0.00 | 106.60 | 7.60 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 49.60 | 3.54 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 26.30 | 1.87 | 18854.30 | 6.86 |
| Total Teaching Positions | 26.10 | 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) | 25.10 | 88.73 | 1150.10 | 75.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 1.76 | 59.40 | 3.90 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.10 | 4.19 | 171.60 | 11.27 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 50.30 | 3.30 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.50 | 5.28 | 91.20 | 5.99 | 15831.90 | 5.67 |
| Total Teaching Positions | 28.30 | 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) | 21.80 | 86.22 | 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) | 0.50 | 1.97 | 155.30 | 10.84 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.00 | 11.82 | 56.40 | 3.94 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 94.30 | 6.58 | 14303.80 | 5.15 |
| Total Teaching Positions | 25.30 | 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 | 0.5 |
| Misassignments | 0.00 | 1.10 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 1.10 | 0.5 |

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 | 0.00 | 0.00 | 3 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 3 |

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) | 0.00 | 4.1 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 1.8 | 0 |

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 | Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022 | Yes | 0% |
| Mathematics | McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Big Ideas Math, grade 6, c2015 adopted 2017 | Yes | 0% |
| Science | Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020 | Yes | 0% |
| History-Social Science | Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, 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

School Facility Conditions and Planned Improvements

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

8/16/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | : STAFF REST ROOM/ A119: 2. DIRTY VENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR B126): 2. DIRTY VENT. 7. LIGHT DIFFUSER IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABKE. (MENSTRUAL NOTICE NOT POSTED) |
| Interior: Interior Surfaces | | | X | A117: 4. WALLS ARE MARRED (HALLWAY). 7. LIGHT SWITCH PLATE IS MISSING A SCREW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). A122: 4. WATER DAMAGE TO WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. A123: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CRACK IN FLOORING AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. A133: 4. GAP IN FLOORING UNDER SINK. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) A205: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. POWER OPERATED SHADES DO NOT FUNCTION. A214: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. A217: 4. WALL PAPER IS TORN (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) B101: 4. CEILING TILES ARE LOOSE. 8. TOILET SEAT IS LOOSE IN BOYS RR. TOILET ANCHOR BOLTS ARE MISSING AND TOILET IS LOOSE IN BOYS RR. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES DO NOT FUNCTION PROPERLY. DOOR DOES NOT FUNCTION PROPERLY. B105 WORKROOM: 4. DAMAGE TO WALL AND WINDOW SILL. B113: 4. FLOORING IS SEPERATING AND LIFTING. CEILING TILE HAS A WATER STAIN. 10. FIRE |

School Facility Conditions and Planned Improvements

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| | | | <p>EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. B114: 4. CEILING TILE HAS A WATER STAIN. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. C112 CUSTODIAN: 4. FLOORING IS DAMAGED AT ENTRY. GIRLS REST ROOM/ A132: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (MENSTRUAL NOTICE NOT POSTED) HEALTH/ A146: 4. HOLE IN PATIENT BED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) RESOURCE ROOM/ A106: 4. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. STAIR A: 4. WALLS ARE MARRED. 7. LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HANDRAILS. PAINT IS PEELING ON INTERIOR WALL. WORKROOM/ A144: 4. FORMICA TRIM IS TAPED ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | | <p>X</p> | <p>151 BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. A112: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN WALL. A113: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. A114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN WALL. A120: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER. 12. CRACK IN WALL. A121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. A122: 4. WATER DAMAGE TO WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. A123: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CRACK IN FLOORING AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. A133: 4. GAP IN FLOORING UNDER SINK. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) A134A STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. A147 JANITOR: 5. WALL IS STAINED/HAS A GROWTH ON IT.</p> |

School Facility Conditions and Planned Improvements

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| | | | <p>A201: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>A203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A208: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. PENCIL SHARPENER IS LOOSE FROM WALL AND THE COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A214: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A215: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A216: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON IN WINDOW SILL. (WILLIAMS NOTICE NOT POSTED)</p> <p>A217: 4. WALL PAPER IS TORN (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY)</p> <p>A218 JANITOR STORAGE: 5. ROOM IS CLUTTERED.</p> <p>B109 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B117 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B129 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B135 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C104 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE/BROKEN.</p> <p>LOUNGE/ A143: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>ROOF ACCESS STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM/ A144: 4. FORMICA TRIM IS TAPED ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> |
| <p>Electrical</p> | | <p>X</p> | <p>A107: 7. ETHERNET FACE PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>A117: 4. WALLS ARE MARRED (HALLWAY). 7. LIGHT SWITCH PLATE IS MISSING A SCREW. 10.</p> |

School Facility Conditions and Planned Improvements

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| | | | <p>FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). A124: 7. SWITCH PLATE IS MISSING SCREWS. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN INTERIOR WALL. A205: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. POWER OPERATED SHADES DO NOT FUNCTION. A206: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. A213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. B114: 4. CEILING TILE HAS A WATER STAIN. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. B123 STORAGE: 7. LIGHT DIFFUSER IS LOOSE. BOYS REST ROOM/ A130: 7. ONE LIGHT PANEL IS OUT. C104 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFYSER IS LOOSE/ZBROKEN. LIBRARY/ A102: 7. SIX LIGHT FIXTURES ARE OUT (CENTER ATRIUM LIGHTING). MENS REST ROOM/ A154: 7. LIGHT DIFFUSER IS LOOSE. 8. TOILET LEAKS AT FITTING. RESOURCE ROOM/ A106: 4. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. STAGE: 7. LIGHT PANEL IS OUT (STAIRWELL). 11. PAINT IS PEELING ON INTERIOR WALL (STAIRS). STAIR A: 4. WALLS ARE MARRED. 7. LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HANDRAILS. PAINT IS PEELING ON INTERIOR WALL. STAIR B: 7. LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HANDRAILS. UNISEX REST ROOM (NEAR B126): 2. DIRTY VENT. 7. LIGHT DIFFUSER IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABKE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM/ A155: 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | | <p>X</p> | <p>A121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. A133: 4. GAP IN FLOORING UNDER SINK. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) B101: 4. CEILING TILES ARE LOOSE. 8. TOILET SEAT IS LOOSE IN BOYS RR. TOILET ANCHOR BOLTS ARE MISSING AND TOILET IS LOOSE IN BOYS RR. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15.</p> |

School Facility Conditions and Planned Improvements

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|--|--|----------|--|
| | | | <p>WINDOW SHADES DO NOT FUNCTION PROPERLY. DOOR DOES NOT FUNCTION PROPERLY.</p> <p>BOYS REST ROOM/ A220: 8. ONE URINAL IS NOT FLUSHING 15. DOOR CLOSER COVER IS MISSING.</p> <p>C110 COMMUNITY KITCHEN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM/ A221: 8. TOILET SEAT IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>HEALTH/ A146: 4. HOLE IN PATIENT BED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>MENS REST ROOM/ A154: 7. LIGHT DIFFUSER IS LOOSE. 8. TOILET LEAKS AT FITTING.</p> <p>STAFF REST ROOM/ A119: 2. DIRTY VENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>STAFF REST ROOM/ A212: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR B126): 2. DIRTY VENT. 7. LIGHT DIFFUSER IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABKE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM/ A155: 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | | <p>X</p> | <p>A107: 7. ETHERNET FACE PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>A109: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>A110: 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW DOES NOT SHUT PROPERLY.</p> <p>A111: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A112: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN WALL.</p> <p>A113: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN WALL.</p> <p>A117: 4. WALLS ARE MARRED (HALLWAY). 7. LIGHT SWITCH PLATE IS MISSING A SCREW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>A120: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER. 12. CRACK IN WALL.</p> <p>A121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A122: 4. WATER DAMAGE TO WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> |

School Facility Conditions and Planned Improvements

A123: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CRACK IN FLOORING AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A124: 7. SWITCH PLATE IS MISSING SCREWS. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN INTERIOR WALL.

A133: 4. GAP IN FLOORING UNDER SINK. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

A203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A205: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. POWER OPERATED SHADES DO NOT FUNCTION.

A206: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.

A207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A208: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. PENCIL SHARPENER IS LOOSE FROM WALL AND THE COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A210: 10. FIRE EXTINGUISHER IS MISSING.

A213: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.

A214: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A215: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A216: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON IN WINDOW SILL. (WILLIAMS NOTICE NOT POSTED)

A217: 4. WALL PAPER IS TORN (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY)

B101: 4. CEILING TILES ARE LOOSE. 8. TOILET SEAT IS LOOSE IN BOYS RR. TOILET ANCHOR BOLTS ARE MISSING AND TOILET IS LOOSE IN BOYS RR. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES DO NOT FUNCTION PROPERLY. DOOR DOES NOT FUNCTION PROPERLY.

B106: 10. FIRE EXTINGUISHER IS MISSING.

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|---|
| | | | <p>B113: 4. FLOORING IS SEPERATING AND LIFTING. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>B114: 4. CEILING TILE HAS A WATER STAIN. 7. FLOOR OUTLET COVER IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>B121: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>B126: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>B133: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C108 SERVING AREA: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>CONFERENCE ROOM/ A104 (OFFICE): 10. PLUG IN AIR FRESHENER.</p> <p>CONFERENCE ROOM/ A105 (OFFICE): 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM/ A132: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. ONE STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)</p> <p>MPR: 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR IS NOT CLOSING PROPERLY (ONE WITHOUT COVER). DOOR CLOSER COVER IS MISSING.</p> <p>STAGE: 7. LIGHT PANEL IS OUT (STAIRWELL). 11. PAINT IS PEELING ON INTERIOR WALL (STAIRS).</p> <p>STAIR A: 4. WALLS ARE MARRED. 7. LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HANDRAILS. PAINT IS PEELING ON INTERIOR WALL.</p> <p>STAIR B: 7. LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HANDRAILS.</p> |
| <p>Structural: Structural Damage, Roofs</p> | X | | <p>A112: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN WALL.</p> <p>A114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN WALL.</p> <p>A120: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER. 12. CRACK IN WALL.</p> <p>A124: 7. SWITCH PLATE IS MISSING SCREWS. 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN INTERIOR WALL.</p> |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | <p>A110: 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW DOES NOT SHUT PROPERLY.</p> <p>A205: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 15. POWER OPERATED SHADES DO NOT FUNCTION.</p> <p>B101: 4. CEILING TILES ARE LOOSE. 8. TOILET SEAT IS LOOSE IN BOYS RR. TOILET ANCHOR BOLTS ARE MISSING AND TOILET IS LOOSE IN BOYS RR. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15.</p> |

School Facility Conditions and Planned Improvements

| | | | |
|--|--|--|--|
| | | | <p>WINDOW SHADES DO NOT FUNCTION PROPERLY. DOOR DOES NOT FUNCTION PROPERLY.</p> <p>B113: 4. FLOORING IS SEPERATING AND LIFTING. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM/ A220: 8. ONE URINAL IS NOT FLUSHING 15. DOOR CLOSER COVER IS MISSING.</p> <p>C105 ACCESS TO STAGE: 15. DOOR HANDLE IS LOOSE</p> <p>C106 STORAGE: 15. DOOR CLOSER COVER IS MISSING.</p> <p>MPR: 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR IS NOT CLOSING PROPERLY (ONE WITHOUT COVER). DOOR CLOSER COVER IS MISSING.</p> <p>PLAY FIELDS: 14. VEGETATION GROWING THROUGHOUT THE TURF/CEMENT SEAM.</p> <p>PLAYGROUNDS: 14. NON-PUBLIC USE PLAY EQUIPMENT PRESENT. HOLES IN PLAYGROUND TILES ARE CREATING TRIP HAZARDS.</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.

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) | 16 | 15 | 32 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 8 | 8 | 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 | 293 | 279 | 95.22 | 4.78 | 15.05 |
| Female | 145 | 139 | 95.86 | 4.14 | 14.39 |
| Male | 148 | 140 | 94.59 | 5.41 | 15.71 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 12 | 11 | 91.67 | 8.33 | 27.27 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 260 | 247 | 95.00 | 5.00 | 13.77 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 180 | 168 | 93.33 | 6.67 | 5.95 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 277 | 263 | 94.95 | 5.05 | 14.07 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 3.13 |

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 | 293 | 288 | 98.29 | 1.71 | 8.33 |
| Female | 145 | 144 | 99.31 | 0.69 | 7.64 |
| Male | 148 | 144 | 97.30 | 2.70 | 9.03 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 12 | 11 | 91.67 | 8.33 | 36.36 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 260 | 258 | 99.23 | 0.77 | 6.20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 180 | 178 | 98.89 | 1.11 | 2.81 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 277 | 272 | 98.19 | 1.81 | 8.09 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 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 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) | 12.90 | 10.29 | 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 | 69 | 68 | 98.55 | 1.45 | 10.29 |
| Female | 37 | 36 | 97.30 | 2.70 | 8.33 |
| Male | 32 | 32 | 100.00 | 0.00 | 12.50 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 63 | 100.00 | 0.00 | 7.94 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 48 | 47 | 97.92 | 2.08 | 4.26 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 66 | 98.51 | 1.49 | 9.09 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5 | 100 | 100 | 100 | 60.9 | 100 |

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

Parent Involvement is key to student success. Dover offers a variety of options for parent involvement.

Parental Education through the Coffee Chats

Parent Learning Meetings: The Parent University provides parents with strategies to support their children's academic success.

San Pablo Police Department Parent Project Workshops

Literacy Night

Common Core/Math Night

Back to School Night

Open House

Ongoing volunteer opportunities including decorating the school and class field trips

Hispanic Heritage Month Celebration

African American/Black History Month Celebration

PARENT GROUP: The Dover Parent's Club's main role is to plan school events, increase parent participation in the classroom, and provide fundraising activities. They meet Friday mornings. Major activities include:

Winter Carnival

African-American History Celebration

Scholastic Book Fairs

Multicultural Fair and Assemblies

Cinco de Mayo Parade

Hispanic Heritage Celebration

AFRICAN AMERICAN GROUP: The African American Group meets as a whole with WCCUSD district personnel and other AA groups from around the district to discuss the challenges facing AA students and communities. They then bring these ideas back to the school to help build a better education for AA students.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC): ELAC meets monthly to discuss issues that relate directly to our English Language Learners. They make recommendations to our SSC on how site funds can better serve our English Language Learner students. ELAC members are also encouraged to attend district MDAC meetings to have a greater voice in the education of their students. Meetings are in-person meetings the first week of every other month from 9 a.m. - 10 a.m.

2024-25 Opportunities for Parental Involvement

SCHOOL SITE COUNCIL (SSC): SSC meets the third Thursday of the month from 5 - 6pm via google meet

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 517 | 511 | 162 | 31.7 |
| Female | 258 | 254 | 84 | 33.1 |
| Male | 259 | 257 | 78 | 30.4 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 22 | 20 | 2 | 10.0 |
| Black or African American | 15 | 14 | 10 | 71.4 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 450 | 447 | 139 | 31.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 332 | 330 | 90 | 27.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 491 | 487 | 154 | 31.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 78 | 78 | 35 | 44.9 |

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 |
| 0.18 | 0.53 | 2.32 | 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 | 2.32 | 0.00 |
| Female | 1.55 | 0.00 |
| Male | 3.09 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 4.55 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.44 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 1.51 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 2.24 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.56 | 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.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 4 | 2 | |
| 1 | 17 | 8 | | |
| 2 | 21 | 2 | 6 | |
| 3 | 20 | 6 | 2 | |
| 4 | 25 | | 6 | |
| 5 | 30 | | 6 | |
| 6 | 24 | | 6 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 2 | 6 | |
| 1 | 16 | 6 | | |
| 2 | 19 | 8 | | |
| 3 | 20 | 6 | 2 | |
| 4 | 30 | | 4 | |
| 5 | 26 | 2 | 2 | |
| 6 | 29 | | 6 | |
| Other | 25 | 2 | 2 | |

2023-24 Elementary 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 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 | 1 | 2 | |
| 1 | 21 | 1 | 2 | |
| 2 | 22 | 1 | 1 | |
| 3 | 24 | 1 | 2 | 1 |
| 4 | 25 | | 3 | |
| 5 | 28 | | 2 | |
| 6 | 24 | 1 | 1 | |
| Other | 23 | 1 | 1 | |

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 | 0 |

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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | |
| Other | 1 |

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 | 6935.60 | 1052.92 | 5882.68 | 76705.07 |
| District | N/A | N/A | 5706.02 | \$84,356 |
| Percent Difference - School Site and District | N/A | N/A | 3.0 | -9.5 |
| State | N/A | N/A | \$10,771 | \$94,625 |
| Percent Difference - School Site and State | N/A | N/A | -58.7 | -20.9 |

Fiscal Year 2023-24 Types of Services Funded

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

3P LEARNING INC
 AIM HIGH FOR HIGH SCHOOL
 AMAZON
 BAY AREA COMMUNITY RESOURCES
 BAY AREA SCORES
 BRENDA PORTILLO
 CLASSKICK
 EDMUR O RODRIGUEZ GARCIA
 ESTRELLA RODRIGUEZ
 EXPLORELEARNING ORDERS
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX

Fiscal Year 2023-24 Types of Services Funded

GISSELL MEDINA
 GUERRERO BETTON, GABRIELA
 GULBAHOR BARCLAY
 HANNAH AVNER
 HIGH EXPECTATIONS
 IMELDA LOPEZ
 JAMIE FORREST
 KBA DOCUMENT SOLUTIONS, LLC
 LAKESHORE LEARNING MATERIALS
 LORENA MELERO
 MICHAELS TRANSPORTATION
 PARKS EXPRESS
 POSITIVE PROMOTIONS
 RUTH MORATO OCHOA
 SHAUNA KEDDY
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 US BANK
 WRITEREADER APS
 YMCA OF THE EAST BAY

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

At Dover, teachers have many opportunities for professional development. An Instructional Leadership Team (ILT) comprised of a teacher from each grade level, our Curriculum Coach, the Academic Subcommittee Representative, our Vice Principal, and the Principal. The ILT meets once a month for 1 hour. As the leadership team, we discuss and determine the direction the school takes when focusing on academics, school climate, and other areas of need. Professional Development consists of academic-focused areas such as Teachers College Writing Project for writing and English Language Development support for teachers. Teachers are encouraged to follow their passions with their professional development. Other development opportunities include social-emotional learning offered in restorative justice practices and mindfulness. Teachers are also encouraged to take professional time to observe other teachers who are successful in areas where they would like to grow.

Professional Development

Teachers are not the only staff members with access to professional development. Administration attends training in the same vein as teachers so that they are better equipped to be the instructional leaders of the school. Our other support staff including speech therapists, counselors, school psychologist, and occupational therapists also receive a litany of training in areas that are appropriate to their expertise.

All professional development is determined and offered based on the needs of our students. It can be given by a teacher, the principal, the district, or an outside partner. However we receive it, it is always with the goal of a better education for our students in mind.

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 | 30 | 9 | 9 |