

# Ellerhorst 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Ellerhorst Elementary School
<b>Street</b>	3501 Pinole Valley Road
<b>City, State, Zip</b>	Pinole, CA 94564-1299
<b>Phone Number</b>	(510) 231-1426
<b>Principal</b>	John Hillyer
<b>Email Address</b>	jhillyer@wccusd.net
<b>School Website</b>	www.wccusd.net/ellerhorst
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	07617966004733

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

Ellerhorst Elementary School is located in the city of Pinole, in the historic Pinole Valley. The creek that flows beside the campus was once the campsite for local Miwok Indians and an early ruin from the Spanish Rancho era can be found nearby. The school was built in 1960 and named in honor of Frances L. Ellerhorst, one of Pinole's earliest and most respected teachers. Ellerhorst Elementary is a K-6 school configuration that offers students a rigorous curriculum that is supported by technology, innovation, and an experienced staff of teachers and paraprofessionals. Large class libraries, bolstered by tablet technology and a well-maintained school library, students have access to a wide variety of literary and informational text documents and education-oriented applications. The site's science materials inventory and science lab and demonstration

## 2024-25 School Description and Mission Statement

gardens assist students in engaging in hands-on science learning. Through the financial and parental support of its PTA and Dads' Club, Ellerhorst sends its students on a wide variety of field study trips. Support services assist students with learning disabilities through speech and language therapy, occupational therapy, special education services, a learning center for assisting students to catch up to grade level performance and dedicated support for English Learners (ELs) to access the content area curricula.

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

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

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	36
Grade 2	44
Grade 3	47
Grade 4	45
Grade 5	44
Grade 6	44
<b>Total Enrollment</b>	<b>303</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	56.8
Asian	9.2
Black or African American	7.3
Filipino	5.3
Hispanic or Latino	44.2
Two or More Races	11.9
White	22.1
English Learners	14.9
Foster Youth	0.7
Homeless	1.7
Socioeconomically Disadvantaged	47.9
Students with Disabilities	20.5

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

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.10	90.48	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	1.06	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	5.82	50.30	3.30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.50	2.64	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	18.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.90	94.71	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	155.30	10.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	56.40	3.94	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	5.29	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	18.90	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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.20	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.20	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	1.10	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.60	1.10	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	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
<b>Reading/Language Arts</b>	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
<b>Science</b>	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	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

7/26/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces			X	102: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW. 103: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 104: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 105: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON WINDOW SILL. 106: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 107: 4. CEILING TILES HAVE WATER STAINS. 108: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 109: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 110 LIBRARY: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT. 111: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 112: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 113: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.(WILLIAMS NOTICE IS NOT POSTED) 117: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 118: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

## School Facility Conditions and Planned Improvements

			<p>120: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.(ALSO IN PREP ROOM)</p> <p>121: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>123: 4. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>125: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOOK ROOM 132: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>CONFERENCE 126: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS BROKEN.</p> <p>STORAGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>102: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>104: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>106: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>111: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>112: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>113: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.(WILLIAMS NOTICE IS NOT POSTED)</p> <p>114: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>115: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>116: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>117: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>118: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>119: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. PENCIL SHARPENER COVER IS</p>

## School Facility Conditions and Planned Improvements

			<p>MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>120: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.(ALSO IN PREP ROOM)</p> <p>121: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>122: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>123: 4. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>124: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.(NO WILLIAMS NOTICE IS POSTED)</p> <p>125: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOOK ROOM 132: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF LOUNGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM 128: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<b>Electrical</b>		X	<p>102: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>103: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>109: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>110 LIBRARY: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. CARPET IS STAINED. 7. ONE LIGHT PANEL IS OUT.</p> <p>118: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>CONFERENCE 126: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS BROKEN.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>102: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>111: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 5.</p>

## School Facility Conditions and Planned Improvements

			<p>UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 118: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>124: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.(NO WILLIAMS NOTICE IS POSTED)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILET LEAKS AT FITTING. 9. FAUCET HAS A LEAK CREATING A TRIP HAZARD.</p> <p>NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>101: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>105: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON WINDOW SILL.</p> <p>117: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>MPR: 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>STAGE: 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>ELECTRICAL ROOM: 15. DOOR IS DAMAGED AT BASE.</p> <p>MPR: 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVERS ARE MISSING.</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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	43	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	35	37	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	185	181	97.84	2.16	43.09
Female	79	77	97.47	2.53	49.35
Male	106	104	98.11	1.89	38.46
American Indian or Alaska Native	0	0	0	0	0
Asian	17	16	94.12	5.88	50.00
Black or African American	13	12	92.31	7.69	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82	1.18	32.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	45.00
White	40	39	97.50	2.50	69.23
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	99	97.06	2.94	31.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	9.09

## 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
<b>All Students</b>	184	178	96.74	3.26	37.08
<b>Female</b>	78	77	98.72	1.28	33.77
<b>Male</b>	106	101	95.28	4.72	39.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	16	94.12	5.88	50.00
<b>Black or African American</b>	13	11	84.62	15.38	9.09
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	84	82	97.62	2.38	29.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	20	20	100.00	0.00	35.00
<b>White</b>	40	39	97.50	2.50	53.85
<b>English Learners</b>	25	23	92.00	8.00	8.70
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	101	96	95.05	4.95	23.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	30	85.71	14.29	13.33

## 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
<b>Science</b> (grades 5, 8 and high school)	17.78	26.67	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	45	45	100.00	0.00	26.67
Female	14	14	100.00	0.00	28.57
Male	31	31	100.00	0.00	25.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	23.08
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	97.7	100	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

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

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

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

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

ENGLISH LEARNER ADVISORY COMMITTEE: The Ellerhorst English Learner Advisory Committee makes decisions about programs and issues pertaining to the English Learner population.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	316	79	25.0
Female	138	134	36	26.9
Male	186	182	43	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	30	1	3.3
Black or African American	25	24	5	20.8
Filipino	16	16	5	31.3
Hispanic or Latino	142	140	49	35.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	38	10	26.3
White	69	68	9	13.2
English Learners	54	50	16	32.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	178	172	53	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	70	31	44.3

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
2.25	1.18	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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		
1	20	4		
2	25		4	
3	20	4		
4	22		4	
5	30		2	2
6	23		4	
Other	12	6		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	21	2	2	
2	19	3		
3	23		4	
4	21	1	1	
5	30		2	2
6	22		4	
Other	17	7	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
3	22		2	
4	20	1		
6	28		1	
Other	23	5	6	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	1.1
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	9901.37	2964.99	6936.38	79333.01
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	19.5	-6.1
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-43.3	-17.6

## Fiscal Year 2023-24 Types of Services Funded

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

AMAZON  
 BEARCOM COMMUNICATIONS INC.  
 BRAINPOP LLC  
 CAMCOR INC  
 CLAY PEOPLE INC  
 CURRICULUM ASSOCIATES INC  
 EXPLORELEARNING ORDERS  
 FOLLETT CONTENT SOLUTIONS LLC  
 GOPHER SPORT  
 GRAINGER  
 HAND2MIND  
 IXL LEARNING

## Fiscal Year 2023-24 Types of Services Funded

JOHN HILLYER  
 KBA DOCUMENT SOLUTIONS, LLC  
 LAKESHORE LEARNING MATERIALS  
 PLAY PIPPER LLC  
 PROJECT LEAD THE WAY INC  
 RENAISSANCE LEARNING INC  
 SCHOOL MATE  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 SWEETWATER SOUND INC  
 TREASURE BAY INC  
 ULINE INC  
 VEX ROBOTICS INC

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

## Professional Development

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

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

# Professional Development

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	17	5