

# Highland 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

<b>School Name</b>	Highland Elementary School
<b>Street</b>	2829 Moyers Road
<b>City, State, Zip</b>	San Pablo, Ca 94806
<b>Phone Number</b>	(510) 231-1424
<b>Principal</b>	Cheng Saechao
<b>Email Address</b>	cheng.saechao@wccusd.net
<b>School Website</b>	www.wccusd.net/highland
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	07617966004741

## 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

Highland Elementary School is a unique school rich in economic, ethnic, and racial diversity. Currently, we serve approximately 390 students with many different languages spoken. Our school population is 15.5% Asian-Pacific Islander, 2.3% Filipino, 19.6% African American, 2.9% white, 3.8% two or more races and 55% Hispanic or Latino. Thirty-seven percent of Highland students identify as speaking a language other than English at home, which offers our students and community a rich multicultural foundation. Our campus is located in Richmond, CA, and includes a separate kindergarten play area, two play areas with one of those play areas having a play structure, a beautiful library and in addition to our classrooms and office spaces, we have a large multipurpose room. We serve students from Kindergarten through 6th grade, with 17 general-

## 2024-25 School Description and Mission Statement

education classrooms and one special-education classroom. Additional resources and supports target reading, math, English-language development and counseling services. The district Special Education department supports the following at our site. An Extensive support needs (ESN) classroom, Full Inclusion students (FI), speech and language services, special education resource services (RSP), adaptive PE and occupational therapy. Students also participate in music such as band and orchestra, physical education, and science classes taught by credentialed teachers. These teachers provide valuable instruction that enhances student experiences through the grade-level curriculum. Highland Elementary School teachers and staff are highly qualified and dedicated to, teaching students a core academic curriculum based on California state standards. Our teachers are fully credentialed as Cross-cultural Language and Academic Development (CLAD) certified teachers using Specially Designed Academic Instruction (SDAI) strategies. Teachers have monthly staff meetings and participate in monthly staff development with collaboration time built in during the month. We also collaborate with Bay Area Community Resources (BACR) to provide an afterschool program for students in Kindergarten through 6th grade.

### Mission and Vision:

At Highland, we foster a supportive community where students, staff, and families work together to empower students to become critical thinkers who show compassion toward others and engage actively in their learning.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	62
Grade 2	58
Grade 3	47
Grade 4	63
Grade 5	57
Grade 6	46
<b>Total Enrollment</b>	<b>407</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
Asian	13.5
Black or African American	15.5
Filipino	3.4
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.9
White	3.2
English Learners	48.6
Homeless	1
Socioeconomically Disadvantaged	82.8
Students with Disabilities	15.5

### 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>	17.30	89.69	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.16	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.16	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>	19.30	100.00	1403.90	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.30	86.60	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.47	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.47	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	50.30	3.30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	4.47	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	22.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	85.58	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.81	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.81	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	4.81	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	20.80	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	1
<b>Misassignments</b>	0.00	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	1

## 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>	1.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	0.00	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)	0.00	5	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)	7.60	4.4	4.6

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

8/13/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: BOYS RESTROOM: 2. EXHAUST FAN IS LOUD. 5. TOILET BOWL IS DIRTY. BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. EXHAUST FAN COVER IS MISSING. 4. WALL TILE IS BROKEN. CEILING TILE IS STAINED.
<b>Interior:</b> Interior Surfaces			X	10: 4. CEILING TILES ARE CRACKED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED 11: 4. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED 15: 4. WALL IS MARRED. FLOOR TILES ARE BROKEN. WALL IS DAMAGED. CEILING TILE IS CRACKED. 7. PHONE JACK COVER IS LOOSE. 16: 4. FLOOR TILES ARE BROKEN. PENCIL SHARPENER COVER IS MISSING. WALLS ARE MARRED. 5. FLOOR AND COVES ARE DIRTY NEAR DOOR. 11. PAINT IS CHIPPING ON WALLS. 15. DOOR CLOSER COVER IS MISSING. 17: 4. WALL IS DAMAGED. WALL IS MARRED. RUBBER MOLDING IS DAMAGED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. PAINT IS PEELING ON WALLS. 20: 4. WALL IS DAMAGED. WALL IS MARRED. 5. BASEBOARDS ARE DIRTY. 7. LIGHT SWITCH IS BROKEN. 11. PAINT IS CHIPPING ON WALL. 26: 4. CEILING TILE IS TORN. CEILING TRIM IS LOOSE. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP AND EXTRIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING. 27: 4. EXTERIOR VENT COVERS ARE MISSING. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. 5. ROOM IS CLUTTERED. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON EXTERIOR WALLS. 14. RAMP IS LOOSE AND BOLT IS CREATING A RRIP HAZARD. GAP AT RAMP/DOOR SEAM. 15. WINDOW SCREEN IS MISSING. 28: 4. WALL PAPER IS TORN. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON EXTERIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM. 31: 4. FLOOR TILES ARE CRACKED AND BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID

## School Facility Conditions and Planned Improvements

PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING. WILLIAMS NOTICE NOT POSTED

4: 4. CEILING TILES ARE CRACKED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

5: 4. CEILING TILES ARE CRACKED AND DAMAGED. 7. CLOCK IS MISSING EXPOSING WIRES. CONDUIT CORNER PIECE IS MISSING. SURGE PROTECTORS ARE DAISY CHAINED. 9. DRINKING FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

6: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS CRACKED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

7: 4. CEILING TILE HAS WATER STAIN. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 7. CLOCK IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

9 COMPUTER LAB: 4. CEILING TILES ARE DAMAGED. FLOOR TILES ARE BROKEN. FLOOR TILE IS LIFTING. 5. COVE IS DIRTY. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.

BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. EXHAUST FAN COVER IS MISSING. 4. WALL TILE IS BROKEN. CEILING TILE IS STAINED.

BOYS RESTROOM: 4. FLOOR DRAIN COVER IS BENT. 8. URINAL IS CRACKED AND BROKEN.

BOYS RESTROOM: 4. FLOOR TILES ARE BROKEN AND MISSING. WALL IS RUSTED AT BASE THROUGHOUT. 9. ONE FAUCET IS LOOSE AT BASE. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. TWO SINK CAPS ARE MISSING.

COPY ROOM: 4. CEILING HAS MULTIPLE STAINS. 10. NO ROOM ID.

GIRLS RESTROOM: 4. FLOOR TILES ARE BROKEN AND MISSING. TOILET PAPER DISPENSER IS BROKEN. 5. COVE BEHIND TOILETS IS DIRTY. 9. ONE FAUCET LEAKS AT HANDLE. TWO SINK CAPS ARE MISSING.

GIRLS RESTROOM: 4. WALL TILES ARE MISSING. 7. EXHAUST FAN KNOB IS MISSING. CONDUIT IS MISSING EXPOSING WIRES.

K1: 4. FLOOR TILES ARE CRACKED AND DAMAGED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALL. WILLIAMS NOTICE NOT POSTED.

K2: 4. FLOOR TILES ARE CRACKED AND DAMAGED. CEILING TILE HAS WATER STAIN. CEILING TILES ARE CRACKED AND DAMAGED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

MAIN OFFICE: 4. FLOOR TILES ARE CRACKED. RUBBER MOLDING IS MISSING (HALLWAY). CEILING TILES ARE DAMAGED (HALLWAY). 7. TWO LIGHT FIXTURES ARE OUT (HALLWAY).

## School Facility Conditions and Planned Improvements

			<p>ELECTRICAL COVER PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING. STORAGE: 5. ROOM IS CLUTTERED. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS BROKEN. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED  13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. CONDUIT IS MISSING EXPOSING WIRES.  14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED  16: 4. FLOOR TILES ARE BROKEN. PENCIL SHARPENER COVER IS MISSING. WALLS ARE MARRED. 5. FLOOR AND COVES ARE DIRTY NEAR DOOR. 11. PAINT IS CHIPPING ON WALLS. 15. DOOR CLOSER COVER IS MISSING.  18: 5. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED  20: 4. WALL IS DAMAGED. WALL IS MARRED. 5. BASEBOARDS ARE DIRTY. 7. LIGHT SWITCH IS BROKEN. 11. PAINT IS CHIPPING ON WALL.  27: 4. EXTERIOR VENT COVERS ARE MISSING. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. 5. ROOM IS CLUTTERED. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON EXTERIOR WALLS. 14. RAMP IS LOOSE AND BOLT IS CREATING A RRIIP HAZARD. GAP AT RAMP/DOOR SEAM. 15. WINDOW SCREEN IS MISSING.  28: 4. WALL PAPER IS TORN. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON EXTERIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM.  9 COMPUTER LAB: 4. CEILING TILES ARE DAMAGED. FLOOR TILES ARE BROKEN. FLOOR TILE IS LIFTING. 5. COVE IS DIRTY. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.  BOYS RESTROOM: 2. EXHAUST FAN IS LOUD. 5. TOILET BOWL IS DIRTY.  COMMUNITY ROOM: 5. ROOM IS CLUTTERED. 10. NO ROOM ID.  EXPANDED LEARNING OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

## School Facility Conditions and Planned Improvements

			<p>GIRLS RESTROOM: 4. FLOOR TILES ARE BROKEN AND MISSING. TOILET PAPER DISPENSER IS BROKEN. 5. COVE BEHIND TOILETS IS DIRTY. 9. ONE FAUCET LEAKS AT HANDLE. TWO SINK CAPS ARE MISSING.</p> <p>GIRLS RESTROOM: 5. TOILET BOWL IS DIRTY.</p> <p>STAFF LOUNGE: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET LEAKS AT DIFFUSER. 10. NO ROOM ID.</p> <p>STORAGE: 5. ROOM IS CLUTTERED. 10. NO ROOM ID.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS BROKEN. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. CONDUIT IS MISSING EXPOSING WIRES.</p> <p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED</p> <p>15: 4. WALL IS MARRED. FLOOR TILES ARE BROKEN. WALL IS DAMAGED. CEILING TILE IS CRACKED. 7. PHONE JACK COVER IS LOOSE.</p> <p>20: 4. WALL IS DAMAGED. WALL IS MARRED. 5. BASEBOARDS ARE DIRTY. 7. LIGHT SWITCH IS BROKEN. 11. PAINT IS CHIPPING ON WALL.</p> <p>5: 4. CEILING TILES ARE CRACKED AND DAMAGED. 7. CLOCK IS MISSING EXPOSING WIRES. CONDUIT CORNER PIECE IS MISSING. SURGE PROTECTORS ARE DAISY CHAINED. 9. DRINKING FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>7: 4. CEILING TILE HAS WATER STAIN. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 7. CLOCK IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>9 COMPUTER LAB: 4. CEILING TILES ARE DAMAGED. FLOOR TILES ARE BROKEN. FLOOR TILE IS LIFTING. 5. COVE IS DIRTY. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>CUSTODIAN: 7. LIGHT FIXTURE IS OUT. 10. NO ROOM ID. 15. DOOR CLOSER IS MISSING.</p> <p>GIRLS RESTROOM: 4. WALL TILES ARE MISSING. 7. EXHAUST FAN KNOB IS MISSING. CONDUIT IS MISSING EXPOSING WIRES.</p> <p>MAIN OFFICE: 4. FLOOR TILES ARE CRACKED. RUBBER MOLDING IS MISSING (HALLWAY).</p>

## School Facility Conditions and Planned Improvements

			<p>CEILING TILES ARE DAMAGED (HALLWAY). 7. TWO LIGHT FIXTURES ARE OUT (HALLWAY). ELECTRICAL COVER PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING. PRINCIPAL: 7. CONDUIT COVER IS LOOSE. 10. NO ROOM ID.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>5: 4. CEILING TILES ARE CRACKED AND DAMAGED. 7. CLOCK IS MISSING EXPOSING WIRES. CONDUIT CORNER PIECE IS MISSING. SURGE PROTECTORS ARE DAISY CHAINED. 9. DRINKING FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED BOYS RESTROOM: 4. FLOOR DRAIN COVER IS BENT. 8. URINAL IS CRACKED AND BROKEN. BOYS RESTROOM: 4. FLOOR TILES ARE BROKEN AND MISSING. WALL IS RUSTED AT BASE TRHOUGHOUT. 9. ONE FAUCET IS LOOSE AT BASE. ONE FAUCET HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. TWO SINK CAPS ARE MISSING. GIRLS RESTROOM: 4. FLOOR TILES ARE BROKEN AND MISSING. TOILET PAPER DISPENSER IS BROKEN. 5. COVE BEHIND TOILETS IS DIRTY. 9. ONE FAUCET LEAKS AT HANDLE. TWO SINK CAPS ARE MISSING. STAFF LOUNGE: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET LEAKS AT DIFFUSER. 10. NO ROOM ID.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>10: 4. CEILING TILES ARE CRACKED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED 11: 4. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS BROKEN. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED 16: 4. FLOOR TILES ARE BROKEN. PENCIL SHARPENER COVER IS MISSING. WALLS ARE MARRED. 5. FLOOR AND COVES ARE DIRTY NEAR DOOR. 11. PAINT IS CHIPPING ON WALLS. 15. DOOR CLOSER COVER IS MISSING. 17: 4. WALL IS DAMAGED. WALL IS MARRED. RUBBER MOLDING IS DAMAGED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. PAINT IS PEELING ON WALLS.</p>

## School Facility Conditions and Planned Improvements

18: 5. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

20: 4. WALL IS DAMAGED. WALL IS MARRED. 5. BASEBOARDS ARE DIRTY. 7. LIGHT SWITCH IS BROKEN. 11. PAINT IS CHIPPING ON WALL.

23: 4. WALL PAPER IS TORN. CEILING TILES ARE TORN. PENCIL SHARPENER COVER IS MISSING. BOLT IS STICKING OUT FROM WALL CREATING A HAZARD. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM. 15. WINDOW SCREENS ARE MISSING.

24: 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.

25: NO KEY ACCESS 11. PAINT IS PEELING ON EXTERIOR WALL. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. 15. WINDOW SCREENS ARE MISSING.

26: 4. CEILING TILE IS TORN. CEILING TRIM IS LOOSE. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP AND EXTRIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.

28: 4. WALL PAPER IS TORN. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON EXTERIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM.

29: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 15. WINDOW SCREENS ARE MISSING.

3: 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

30: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREEN IS MISSING.

31: 4. FLOOR TILES ARE CRACKED AND BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING. WILLIAMS NOTICE NOT POSTED

32: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 12. DAMAGE TO EXTERIOR TRIM. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.

33: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.

4: 4. CEILING TILES ARE CRACKED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED

5: 4. CEILING TILES ARE CRACKED AND DAMAGED. 7. CLOCK IS MISSING EXPOSING WIRES. CONDUIT CORNER PIECE IS MISSING.

## School Facility Conditions and Planned Improvements

			<p>SURGE PROTECTORS ARE DAISY CHAINED. 9. DRINKING FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>6: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS CRACKED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>7: 4. CEILING TILE HAS WATER STAIN. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 7. CLOCK IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>8 LIBRARY: 10. FIRE EXTINGUISHER IS MISSING. 9 COMPUTER LAB: 4. CEILING TILES ARE DAMAGED. FLOOR TILES ARE BROKEN. FLOOR TILE IS LIFTING. 5. COVE IS DIRTY. 7. CLOCK IS MISSING EXPOSING WIRES. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>COMMUNITY ROOM: 5. ROOM IS CLUTTERED. 10. NO ROOM ID.</p> <p>COPY ROOM: 4. CEILING HAS MULTIPLE STAINS. 10. NO ROOM ID.</p> <p>CUSTODIAN: 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL</p> <p>CUSTODIAN: 7. LIGHT FIXTURE IS OUT. 10. NO ROOM ID. 15. DOOR CLOSER IS MISSING.</p> <p>K1: 4. FLOOR TILES ARE CRACKED AND DAMAGED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALL. WILLIAMS NOTICE NOT POSTED.</p> <p>K2: 4. FLOOR TILES ARE CRACKED AND DAMAGED. CEILING TILE HAS WATER STAIN. CEILING TILES ARE CRACKED AND DAMAGED. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>PRINCIPAL: 7. CONDUIT COVER IS LOOSE. 10. NO ROOM ID.</p> <p>STAFF LOUNGE: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS STORED TOO HIGH. 9. FAUCET LEAKS AT DIFFUSER. 10. NO ROOM ID.</p> <p>STORAGE: 10. NO ROOM ID.</p> <p>STORAGE: 5. ROOM IS CLUTTERED. 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL</p> <p>STORAGE: 5. ROOM IS CLUTTERED. 10. NO ROOM ID.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>X</p>		<p>25: NO KEY ACCESS 11. PAINT IS PEELING ON EXTERIOR WALL. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. 15. WINDOW SCREENS ARE MISSING.</p> <p>26: 4. CEILING TILE IS TORN. CEILING TRIM IS LOOSE. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP AND EXTRIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p>

## School Facility Conditions and Planned Improvements

			<p>27: 4. EXTERIOR VENT COVERS ARE MISSING. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. 5. ROOM IS CLUTTERED. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON EXTERIOR WALLS. 14. RAMP IS LOOSE AND BOLT IS CREATING A RRIP HAZARD. GAP AT RAMP/DOOR SEAM. 15. WINDOW SCREEN IS MISSING.</p> <p>28: 4. WALL PAPER IS TORN. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON EXTERIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM.</p> <p>30: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>32: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 12. DAMAGE TO EXTERIOR TRIM. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CONDUIT IS MISSING EXPOSING WIRES. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED</p> <p>16: 4. FLOOR TILES ARE BROKEN. PENCIL SHARPENER COVER IS MISSING. WALLS ARE MARRED. 5. FLOOR AND COVES ARE DIRTY NEAR DOOR. 11. PAINT IS CHIPPING ON WALLS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>22: NO KEY ACCESS 14. TRIP HAZARD AT ASPHALT/RAMP SEAM</p> <p>23: 4. WALL PAPER IS TORN. CEILING TILES ARE TORN. PENCIL SHARPENER COVER IS MISSING. BOLT IS STICKING OUT FROM WALL CREATING A HAZARD. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM. 15. WINDOW SCREENS ARE MISSING.</p> <p>24: 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p> <p>25: NO KEY ACCESS 11. PAINT IS PEELING ON EXTERIOR WALL. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. 15. WINDOW SCREENS ARE MISSING.</p> <p>26: 4. CEILING TILE IS TORN. CEILING TRIM IS LOOSE. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP AND EXTRIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p> <p>27: 4. EXTERIOR VENT COVERS ARE MISSING. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. 5. ROOM IS CLUTTERED.</p>

## School Facility Conditions and Planned Improvements

			<p>UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON EXTERIOR WALLS. 14. RAMP IS LOOSE AND BOLT IS CREATING A RRIP HAZARD. GAP AT RAMP/DOOR SEAM. 15. WINDOW SCREEN IS MISSING.</p> <p>28: 4. WALL PAPER IS TORN. FLOOR TILES ARE STAINED, CRACKED, AND DAMAGED. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON EXTERIOR WALLS. 14. SKID PAINT IS PEELING ON RAMP. GAP AT RAMP/DOOR SEAM.</p> <p>29: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 15. WINDOW SCREENS ARE MISSING.</p> <p>30: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>31: 4. FLOOR TILES ARE CRACKED AND BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING. WILLIAMS NOTICE NOT POSTED</p> <p>32: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 12. DAMAGE TO EXTERIOR TRIM. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p> <p>33: NO KEY ACCESS 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING.</p> <p>CUSTODIAN: 7. LIGHT FIXTURE IS OUT. 10. NO ROOM ID. 15. DOOR CLOSER IS MISSING.</p> <p>MAIN OFFICE: 4. FLOOR TILES ARE CRACKED. RUBBER MOLDING IS MISSING (HALLWAY). CEILING TILES ARE DAMAGED (HALLWAY). 7. TWO LIGHT FIXTURES ARE OUT (HALLWAY). ELECTRICAL COVER PLATE IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p>
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### Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	17	19	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	16	17	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	218	192	88.07	11.93	19.47
Female	93	80	86.02	13.98	16.67
Male	125	112	89.60	10.40	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	27	26	96.30	3.70	46.15
Black or African American	41	40	97.56	2.44	5.13
Filipino	--	--	--	--	--
Hispanic or Latino	124	101	81.45	18.55	17.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	79	80.61	19.39	8.97
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	155	88.07	11.93	18.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	24	68.57	31.43	8.70

## 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>	218	192	88.07	11.93	17.19
<b>Female</b>	93	81	87.10	12.90	17.28
<b>Male</b>	125	111	88.80	11.20	17.12
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	27	26	96.30	3.70	38.46
<b>Black or African American</b>	41	39	95.12	4.88	12.82
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	124	103	83.06	16.94	15.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	98	81	82.65	17.35	9.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	176	157	89.20	10.80	15.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	25	71.43	28.57	4.00

## 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
<b>Science</b> (grades 5, 8 and high school)	12.77	10.20	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	55	49	89.09	10.91	10.20
Female	23	18	78.26	21.74	5.56
Male	32	31	96.88	3.12	12.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	27	81.82	18.18	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	23	19	82.61	17.39	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	41	91.11	8.89	12.20
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	96.3	96.3	96.3	96.3	96.3

## C. Engagement

### State Priority: Parental Involvement

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

#### 2024-25 Opportunities for Parental Involvement

At Highland Elementary School, we value and enjoy parent and community involvement. The partnership between the school and Highland families, allows us to effectively support our students, staff, and instructional programs. Parents can participate in any of the following parent organizations: English Learner Advisory Committee (ELAC), School Site Council (SSC), African American Parent Advisory Committee (AAPAC), and our monthly Parent Café Meetings. The members of our School Site Council discuss student achievement and help monitor the implementation of our School Site Plan. Additionally, the committee members on our AAPACC and ELAC Committees consult with the SSC regarding school plans and budgets, which support instructional programs and supplemental activities and events. During the COVID-19 pandemic, we have had to limit volunteers in classrooms and community events. Communication between school and home is critical to the well-being of our community and is provided through messaging via Parent Square the district communication system as well as classroom phone calls, emails, meetings, report cards, and conferences.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	439	171	39.0
Female	216	207	86	41.5
Male	240	232	85	36.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	59	13	22.0
Black or African American	70	68	30	44.1
Filipino	15	15	3	20.0
Hispanic or Latino	273	263	110	41.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	19	8	42.1
White	13	13	6	46.2
English Learners	229	222	69	31.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	380	371	142	38.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	76	39	51.3

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
2.75	2.02	2.63	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	2.63	0.00
Female	3.70	0.00
Male	1.67	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	5.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	0.00	0.00
English Learners	0.87	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.28	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	18	6		
1	16	6		
2	20	6		
3	17	6		
4	47		2	2
5	27		2	
6	27		2	
Other	23	2	4	

## 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	14	8		
1	19	6		
2	22		4	
3	20	2	2	
4	27		4	
5	26		4	
6	29		4	
Other	15	3	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	22		3	
1	20	3		
2	29	1		1
3	20	2		
4	31	1	1	1
5	29		2	
6	23		2	
Other	13	3		

## 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	0.2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8907.71	3018.74	5888.98	79608.67
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	3.2	-5.8
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-58.6	-17.2

## Fiscal Year 2023-24 Types of Services Funded

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

AMAZON  
 ANN MALLARD  
 BAY AREA COMMUNITY RESOURCES  
 BAY AREA SCORES  
 BSN SPORTS LLC  
 CHENG POU SAECHAO  
 D HARRIS TOURS INC  
 DINOSAURS ROCK  
 ESGI LLC  
 FOLLETT CONTENT SOLUTIONS LLC  
 FOOD MAXX  
 IBI GROUP

## Fiscal Year 2023-24 Types of Services Funded

IXL LEARNING  
 LEXIA LEARNING SYSTEMS LLC  
 MICHAELS TRANSPORTATION  
 RENAISSANCE LEARNING INC  
 SCHOLASTIC EDUCATION  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 TERRACON CONSULTANTS, INC.  
 WEST CONTRA COSTA PUBLIC EDUCATION  
 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
<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

To ensure students' academic success at Highland Elementary staff development is aligned with the district goals that focus on quality instruction and teacher collaboration. We provide comprehensive educational experiences with expanded opportunities for demonstrating and assessing student growth. The teaching faculty are offered two districtwide staff development days each school year to attend outside or district staff development that will support and enhance their teaching skills. Along with meetings held every Wednesday afternoon teachers either attend staff development or collaborate with one another about their curriculum, instruction, and assessments in order to share best practices with colleagues and discuss ways to better support our students' learning. In order to address the professional development needs WCCUSD is offering other professional development opportunities, which include sessions on SIPPS our phonics support curriculum, Zearn to support our math curriculum, English Language Development, TCRWP, Eureka Math Squared, Response to Intervention, PBIS, Trauma informed education, and educational technology. In addition, training is available in classroom management, the effective use of assessment data and teacher data teams in meeting the needs of all students. As a goal, our site is to continue to improve our practice as educators and focus our staff development on cultural responsive teaching with specific emphasis on small group intervention.

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>	11	12	14

